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ABSTRACT

This publication is the 1992 edition of an annual report on the status and performance of Colorado college students and the higher education system in Colorado. Data are provided on students, degrees, faculty, and higher education finance. The report uses a number of measures to evaluate the system's effectiveness in four system wide educational values: (1) educational excellence, (2) educational access and diversity, (3) efficiency in the delivery of education, and (4) adequate resources for the delivery of education. This edition includes several measures that are reported for the first time which are identified specially within the report. Highlights of the findings for educational excellence are that average graduate test scores on the Graduate Record Exam were higher than the national norms, and that on three tests for professional licensure in law and nursing state graduates passed at a rate higher than the national norm. Regarding access and diversity the report finds that participation of state high school graduates in public higher education increased over the last 5 years from 36.8 to 40.1 percent, and that the number of ethnic minorities receiving degrees has also increased. Appended technical information on the data is included. (Author/JB)

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# COLORADO COMMISSION ON HIGHER EDUCATION

## SCORECARD ON COLORADO PUBLIC HIGHER EDUCATION

### How the Public Higher Education System and Its Students Perform on Selected Measures

April 1992

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# EXECUTIVE SUMMARY

## INTRODUCTION

This ScoreCard is an annual report of the status of certain aspects of public higher education in Colorado. It was prepared by the Colorado Commission on Higher Education, with the cooperation of the six state higher education governing boards. The purpose of the ScoreCard is to provide educators, public policy makers, and the public with a measurement of the performance of Colorado college students, and the higher education system as a whole. Data is provided on students, degrees, faculty, and higher education finance. The ScoreCard uses a number of measures to evaluate the system's effectiveness in four systemwide educational values. These values are:

Educational Excellence
Educational Access and Diversity
Efficiency in the Delivery of Education
Adequate Resources for the Delivery of Education

The original ScoreCard values and measures were selected by the Governor, key legislators interested in higher education, the chief executive officers of the higher education governing boards, and the Chairman and Executive Director of the CCHE. This edition of the ScoreCard includes several measures that are reported for the first time. These measures are identified in this edition with the following symbol:

In addition, the Recent Trends section of the ScoreCard provides information about recent student and financial trends. These trends provide a context for many of the findings reported in preceding pages. Notes and comments are provided at the end of the document to define terms and list sources.

## FINDINGS

**Value: Educational Excellence**

Excellence is a fundamental value in the public higher education system. Without excellence, access, diversity, and other values are meaningless. Elements of excellence include adequately compensated faculty with high academic achievement, who have the ability to facilitate learning, and students with the ability, preparation, interest, and motivation to learn.

**Measure: ACT and SAT Test Scores of First-time Freshmen**
**Findings:**

- Average ACT scores of first-time freshmen have remained fairly constant over the last five years. In fall 1990, the average score of all Colorado students attending Colorado colleges (22.5) was higher than both the national average (20.6) and the average of all Colorado high school students who took the test (21.4).

**Measure: Performance of Colorado Graduates on Graduate and Professional School Exams**
**Findings:**

- Average Graduate Record Exam (GRE) scores of graduates taking the test and reporting the data are higher than the national norms for the test.
- Graduates of the University of Colorado Law School pass the Colorado Bar Examination at a higher rate (90.2%) than the state average (83.8%).
- Colorado graduates pass the Uniform CPA Examination at a higher rate than the national average.
- Colorado graduates pass the National Council Licensure Examination for Registered Nurses at a higher rate (93.5%) than the national average (91.2%).

- Colorado community college graduates pass the National Council Licensure Examination for Practical Nurses at a higher rate (96.3%) than the national average (87.9%).

**Measure: Completion Rates**
**Findings:**

- Graduation and/or transfer rates for community college students increased slightly for the fall 1987 class compared to the fall 1986 class. The rate after three years (33.3% for the fall 1987 class) is about ten points higher than the rate after two years (23.2%).

- The percent of four-year college and university students receiving a bachelor's degree after five years is significantly higher than the percent after four years (44.2% compared to 19.1% for the fall 1986 class).

- Ethnic minorities have lower transfer and completion rates than Whites in both the two-year and four-year sectors in Colorado.

**Measure: Average Faculty Salaries**
**Findings:**

- Average faculty salaries in Colorado are about 7% lower than salaries at comparable peer institutions. The differential is even greater in the Community Colleges, where the average faculty salaries are 17% below average peer salaries.

**Measure: Student and Alumni Satisfaction**
**Findings:**

- Students show a high level of satisfaction with their institutions in Colorado, with approval ratings in the high 80% to 90% range. Areas of concern, when mentioned, are job placement and advising.

- Graduates from Colorado institutions rate their institutions very positively, with a majority of graduates (80% to 95%) indicating satisfaction with their education and that they would recommend the college to a friend or relative.

## Value: Educational Access and Diversity

A value of great importance in the public higher education system is access--the opportunity to acquire the skills needed to achieve one's individual potential. Elements of access include financial assistance for students with insufficient resources, and geographic access to a variety of academic programs. Closely related to access is the value of ethnic diversity--equal opportunity for minorities to participate and progress through the higher education system.

**Measure: Availability of Academic Programs**
**Findings:**

- A wide variety of degrees are offered at multiple sites throughout Colorado. Certificate, associate, and baccalaureate degrees are more widely available than the master's, first-professional, and doctorate level degrees.

**Measure: College Participation Rate**
**Findings:**

- The participation of Colorado high school graduates in Colorado public higher education increased over the last five years, rising from 36.8% in fall 1986 to 40.1% in fall 1990.

- Over the same five years, the participation of Hispanics increased from 28.0% to 39.2%, and the rate for Blacks increased from 24.5% to 28.6%.

- Statewide, about fifty percent of all students from the top quartile of their high school class enroll at a Colorado public, four-year institution the following fall. This rate declined slightly from 50.5% to 48.1% over the last five years.

**Measure: Degree Recipients by Ethnicity**
**Findings:**

- The numbers and percent of ethnic minorities receiving degrees increased between 1986-87 and 1990-91, from 16.1% to 18.4% for certificate and associate degrees, 8.0% to 9.8% for bachelor's degrees, and 5.8% to 6.2% for graduate degrees.

**Measure: Availability of Student Financial Aid**
**Findings:**

- Colorado ranks at about half the national average in providing need-based financial aid to undergraduate students.

- State funded need-based undergraduate aid increased by 9.5% from 1989-90 to 1990-91.

- The number of recipients of state financial aid awards increased by 12.7% between 1989-90 and 1990-91, while the amount of the average state award increased by 3.9%.

**Measure: Faculty Diversity**
**Findings:**

- The racial/ethnic diversity of faculty increased from 6.7% to 9.6% between fall 1986 and 1990.

**Value: Efficiency in the Delivery of Education**

The public higher education system must provide quality, access, and diversity within available resources in the most efficient manner possible. Elements of efficiency include the productive use of available resources, which can be measured both by the level of financial resources available, and by student/faculty ratios.

**Measure: Student/Faculty Ratios**
**Findings:**

- The actual ratios of students to faculty at Colorado institutions are greater, in most cases, than the levels called for in the funding formula. This is especially the case at the freshman and sophomore level (23.0 to 1 in 1990-91, compared to a formula value of 19.8 to 1).

- The student to faculty ratio in the Community Colleges is lower than the formula ratio (17.4 to 1 compared to a formula ratio of 18.5 to 1). The student to faculty ratios at the junior and senior level and the graduate level are very close to the formula ratios (in 1990-91, 15.4 to 1 versus 15.2 to 1 at the junior and senior level; and 7.5 to 1 versus 7.6 to 1 at the graduate level).

**Measure: Sustained Financial Commitment to Instruction**
**Findings:**

- Total general fund and tuition revenue per full-time equivalent (FTE) student increased in actual dollars, but remained virtually constant or decreased in constant 1991 dollars. Between 1987-88 and 1990-91, higher education revenue (in actual dollars) increased by 14.2% ($4,468 to $5,104). There was little change in constant dollars: $4,962 to $5,104, +2.9% in CPI adjusted dollars; and $5,266 to $5,104, -3.1% in HEPI adjusted dollars.

- Between 1987-88 and 1990-91, total general fund and tuition revenue per FTE student increased in constant CPI adjusted 1991 dollars at the Research Universities (7.0%) and Universities and Colleges (5.7%), but dropped by almost 6% at the Community Colleges.

**Measure: Administrative Costs as a Percent of Total Costs**
**Findings:**

- Compared to their peers, Colorado institutions as a whole spend 83.1% of the peer average for administration on a per student basis.



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**Value: Adequate Resources for the Delivery of Education**

The public higher education systems needs adequate financial resources in order to employ the faculty necessary to provide programs, to provide services and financial aid to students, and to operate the institutions. Elements of financial resources include state appropriations, research grants, private gifts, and tuition revenue.

**Measure: Total Revenue per Student**

**Findings:**

- Colorado ranked 45th in 1990-91, 14% less than the national average, in state general fund plus tuition revenue per full-time equivalent student.

**Measure: State Appropriation per Resident Student**

**Findings:**

- Total general fund appropriations per Colorado resident (in-state) full-time equivalent (FTE) student increased by 7.2% between 1987-88 and 1990-91, but dropped by 3.4% when in constant 1991 dollars deflated by CPI, and dropped by 9.0% when expressed in constant 1991 dollars deflated by HEPI.

- The change in total general fund appropriations per Colorado resident FTE student varied by institutional type. In constant 1991 dollars: appropriations for Research Universities increased by 1.0% when deflated by CPI, but decreased by 4.9% when deflated by HEPI; Universities and Colleges followed the same pattern, with a 1.0% increase when deflated by CPI and a 4.8% decrease when deflated by CPI. Community College appropriations declined by 13.9% when deflated by CPI and by 18.8% when deflated by HEPI.

**Measure: Alumni and Private Contributions**

**Findings:**

- Alumni and other private sources contributed over $57 million in 1990-91, up from $53 million in 1989-90.

**Measure: State Appropriation per Capita**

**Findings:**

- Colorado ranked 40th in 1990-91, 20.7% less than the national average, in state and local appropriations for higher education per capita.

**Measure: Revenue from Grants and Contracts**

**Findings:**

- Colorado ranked 12th in 1987-88, 34.5% above the national average, in research expenditures (from grants and contracts) per full-time faculty member.

## EDUCATIONAL VALUES AND MEASURES

This section of the ScoreCard reports on the evaluation of the Colorado system of higher education and its students on selected educational values. These values and associated measures are listed below.

**Value: Educational Excellence**

Excellence is a fundamental value in the public higher education system. Without excellence, access, diversity, and other values are meaningless. Elements of excellence include adequately compensated faculty with high academic achievement who have the ability to facilitate learning, and students with the ability, preparation, interest, and motivation to learn.

**Measures:**

- ACT and SAT test scores of first-time freshmen
- Performance of Colorado graduates on graduate and professional school exams
- Completion rates
- Average faculty salaries
- Student and Alumni satisfaction

**Value: Educational Access and Diversity**

A value of great importance in the public higher education system is access--the opportunity to acquire the skills needed to achieve one's individual potential. Elements of access include financial assistance to students with insufficient resources, and geographic access to a variety of academic programs.

Closely related to access is the value of ethnic diversity--equal opportunity for minorities to participate and progress through the higher education system.

**Measures:**

- Availability of academic programs
- College participation rate
- Degree recipients by ethnicity
- Availability of student financial aid
- Faculty diversity

**Value: Efficiency in the Delivery of Education**

The public higher education system must provide quality, access, and diversity within available resources in the most efficient manner possible. Elements of efficiency include the productive use of available resources, which can be measured by the level of financial resources available and student/faculty ratios.

**Measures:**

- Student/faculty ratios
- Sustained financial commitment to instruction
- Administrative costs as a percent of total costs

**Value: Adequate Resources for the Delivery of Education**

The public higher education systems needs adequate financial resources to employ the faculty necessary to provide programs, to provide services and financial aid to students, and to operate the institutions. Elements of financial resources include state appropriations, research grants, private gifts and tuition revenue.

**Measures:**

- Total revenue per student
- State appropriations per resident student
- Alumni and private contributions
- State appropriations per capita
- Grant and contract dollars per faculty FTE

**Measure:** **ACT and SAT Test Scores of First-time Freshmen**

**Explanation:** ACT and SAT scores of first-time freshman indicate the academic readiness of students to perform college level work. Data is shown for all first-time freshmen who graduated from high school in the previous school year, and who enrolled at one of the twelve four-year colleges and universities from fall 1986 through fall 1990 (applicant data is not collected from community colleges.) Averages are shown for both Colorado resident (in-state) and non-resident (out-of-state) students. Colorado and national norms are provided to indicate how the average scores compare.

**Findings:**

- Enrolling in-state students have lower scores than out-of-state students. The difference between in-state and out-of-state students is approximately 2 points on the ACT and 90 points on the SAT.
- Scores have not changed significantly over the last four years.
- Colorado residents that enroll in-state have higher ACT and lower SAT averages than the state norm. This is probably because the SAT is primarily taken by students who intend to enroll in colleges in other states. In contrast, out-of-state students have much higher average scores on both the ACT and SAT tests than the national norms.

State and National Norms

| | | '86 HS Grads | '87 HS Grads | '88 HS Grads | '89 HS Grads | '90 HS Grads |
|---|---|---|---|---|---|---|
| Colorado | ACT Average | 21.7 | 21.7 | 21.6 | 21.4 | 21.4 |
| | SAT Average | 994 | 980 | 980 | 971 | 966 |
| National | ACT Average | 20.8 | 20.8 | 20.8 | 20.6 | 20.6 |
| | SAT Average | 906 | 906 | 906 | 904 | 903 |

Average ACT and SAT Scores
For First-Time Enrolled Freshmen

| | | Fall 86 | Fall 87 | Fall 88 | Fall 89 | Fall 90 |
|---|---|---|---|---|---|---|
| State Total | | | | | | |
| In-State Students | ACT: | 22.8 | 22.7 | 22.5 | 22.6 | 22.5 |
| | SAT: | 918 | 917 | 908 | 908 | 908 |
| Out-of-State Students | ACT: | 24.9 | 24.7 | 24.8 | 24.7 | 24.6 |
| | SAT: | 1005 | 1002 | 1004 | 1000 | 996 |
| Research Universities | | | | | | |
| In-State Students | ACT: | 25.1 | 24.9 | 24.8 | 25.0 | 25.2 |
| | SAT: | 1010 | 1010 | 1000 | 1008 | 1023 |
| Out-of-State Students | ACT: | 25.8 | 25.7 | 25.9 | 25.8 | 25.7 |
| | SAT: | 1042 | 1047 | 1053 | 1048 | 1046 |
| Universities and Colleges | | | | | | |
| In-State Students | ACT: | 20.8 | 20.9 | 20.8 | 20.8 | 20.7 |
| | SAT: | 838 | 841 | 836 | 835 | 831 |
| Out-of-State Students | ACT: | 20.7 | 20.6 | 21.0 | 21.4 | 21.4 |
| | SAT: | 833 | 830 | 851 | 861 | 860 |

SOURCE: SURDS Undergraduate Applicant Files and ACT and SAT State and National Reports CCHE

**Measure:** **Performance of Colorado Graduates on Graduate and Professional School Exams**

**Explanation:** Performance of Colorado graduates on graduate and professional school exams indicates the academic performance of colleges and universities. The following tables report the most recent available Graduate Record, Colorado Bar, CPA, Registered Nurses, and Practical Nurses exam data. National average data are also reported when available for comparison.

**Findings:**

- Average GRE scores in 1988-89 and 1989-90 of Colorado graduates were higher than the national average.
- University of Colorado graduates had a higher passing percentage (90.2%) on the July 1991 Colorado Bar Examination than the average of all candidates (83.8%).
- Graduates of the Research Universities and Universities/Colleges exceeded the national average for each of the CPA exam areas.
- Colorado graduates, in both the Universities/Colleges and Community College sectors, had a higher passing percentage than the National average on the Licensure Examination for Registered Nurses in 1990 and 1991.
- Community College graduates had a higher passing percentage than the National average on the Licensure Examination for Practical Nurses in 1990 and 1991.

GRE Data Reported by Colorado Graduates

| | | | General Test | | |
|---|---|---|---|---|---|
| | Year | # Examinees | Verbal | Quantitative | Analytical |
| National Norms | 1988-89 | ... | 496 | 559 | 552 |
| | 1989-90 | ... | 497 | 562 | 555 |
| State Total* | 1988-89 | 697 | 516 | 584 | 581 |
| | 1989-90 | 934 | 511 | 577 | 582 |

*It is important to note that the reported data is not necessarily representative of students that took the GRE or graduates of a particular school. Some students do not report their undergraduate institution when taking the GRE test, therefore, the data reported does not include all students graduating from Colorado public institutions that took the GRE in the referenced year. Data not available for all institutions.

SOURCE: GRE Undergraduate Institution Summary Statistics Report, 1989-90

July 1991 Colorado Bar Examination
Pass/Fail Rates for
First Time Candidates

| Law School | # Candidates | % Passing |
|---|---|---|
| University of Colorado | 112 | 90.2 |
| All Candidates | 493 | 83.8 |

SOURCE: Statistical Information, 1/6/92, State Board of Examiners

Uniform CPA Examination
First Time Candidates

| | Year | # Candidates | Percent Passing | | | |
|---|---|---|---|---|---|---|
| | | | Auditing | Law | Theory | Practice |
| National Average | 1988 | 48,634 | 30.2 | 31.6 | 32.9 | 34.7 |
| | 1989 | 51,504 | 29.7 | 29.9 | 33.0 | 32.9 |
| State Total | 1988 | 432 | 34.4 | 41.7 | 38.6 | 43.3 |
| | 1989 | 466 | 34.2 | 39.4 | 42.6 | 43.1 |
| Research Universities | 1988 | 148 | 40.7 | 48.7 | 44.4 | 51.6 |
| | 1989 | 176 | 37.0 | 42.0 | 45.3 | 47.7 |
| Universities/Colleges | 1988 | 284 | 31.1 | 38.0 | 35.5 | 38.9 |
| | 1989 | 290 | 32.6 | 37.9 | 41.0 | 40.3 |

SOURCE: CPA Candidate Performance on the Uniform CPA Examination, 1989 and 1990 Editions, National Association of State Boards of Accountancy

National Council Licensure Examination for Registered Nurses
First Time Candidates

| | 1990 | | 1991 | |
|---|---|---|---|---|
| | # Candidates | % Passing | # Candidates | % Passing |
| National Average | 65,997 | 90.7 | 72,479 | 91.2 |
| State Total | 492 | 93.5 | 581 | 93.5 |
| Universities/Colleges | 124 | 96.8 | 150 | 94.0 |
| Community Colleges | 368 | 92.4 | 431 | 93.3 |

SOURCE: National Council Licensure Examination for Registered Nurses Summary Reports, February and September, 1990 and 1991

National Council Licensure Examination for Practical Nurses
First Time Candidates

| | 1990 | | 1991 | |
|---|---|---|---|---|
| | # Candidates | % Passing | # Candidates | % Passing |
| National Average | 42,191 | 88.0 | 46,949 | 87.9 |
| Community Colleges | 229 | 96.9 | 246 | 96.3 |

SOURCE: National Council Licensure Examination for Practical Nurses Summary Reports, April and October, 1990 and 1991

**Measure:** **Completion Rates**

**Explanation:** Completion of a degree after a set period of time is one measure of academic performance.

The first table reports the percentages of students starting at a state system two-year program who complete a two-year degree or certificate at any Colorado public institution or who transfer to a Colorado public four-year college or university after two or three years. Data is reported for the classes starting in fall 1986 and fall 1987. The percentage of students who complete a degree or certificate and/or transfer is shown. For example, for the 2,702 students starting as full-time students in the fall 1986 class[1], 19.8% had graduated and/or transferred after two years and 28.4% after three years.

**Findings:**

- There is about a 10 percentage point increase in the number of students completing a degree or certificate or transferring after three years compared to the number after two years. For example, 33.3% of the fall 1987 class completed a degree and/or transferred after three years compared to 23.2% after two years.
- The percentages of students completing a degree and/or transferring are higher for the fall 1987 class compared to the fall 1986 class.
- Ethnic minorities have lower two-year completion and/or transfer rates than Whites. The difference is greatest for Blacks, whose rates are less than half the rates for Whites.

Percent Receiving a Two-Year Degree or Certificate and/or Transferring
for In-State Students Enrolling Full-Time
in Their First Term
at Colorado Community Colleges and Institutions with Two-Year Programs

| Ethnicity | Class of | Size of Class | Percent After Two Years | Percent After Three Years |
|---|---|---|---|---|
| Black | Fall 1986 | 109 | 8.3 | 12.8 |
| | Fall 1987 | 155 | 9.7 | 20.6 |
| Nat Amer | Fall 1986 | 27 | 18.5 | 22.2 |
| | Fall 1987 | 40 | 20.0 | 27.5 |
| Asian | Fall 1986 | 84 | 11.9 | 20.2 |
| | Fall 1987 | 95 | 15.8 | 28.4 |
| Hispanic | Fall 1986 | 345 | 16.5 | 23.2 |
| | Fall 1987 | 519 | 18.3 | 24.3 |
| White | Fall 1986 | 2,137 | 21.2 | 30.5 |
| | Fall 1987 | 2,805 | 25.2 | 35.9 |
| Total | Fall 1986 | 2,702 | 19.8 | 28.4 |
| | Fall 1987 | 3,614 | 23.2 | 33.3 |

Source: CCHE Cohort Tracking System

[1] Data for Morgan Community College and Trinidad State Junior College was not available for the fall 1986 class, all state system community colleges are represented in the fall 1987 data.

**Explanation:** The table on page 12 reports the percentages of students starting at a four-year college or university who complete a baccalaureate degree at any Colorado public institution after four or five years. Currently available data allows the class starting in fall 1986 to be tracked for five years (through graduates in spring 1991), and the class starting in fall 1987 to be tracked for four years.

**Findings:**

- More students take five years than four years to complete a baccalaureate degree. Of students who enrolled in fall 1986, 19.1% completed after four years, and 25.1% completed after five years.

- While the fall 1987 class (9,877) was slightly larger than the fall 1986 class (9,038), fewer students graduated after four years, 17.4% compared to 19.1%.

- Students in the Research University Sector are much more likely to graduate after four or five years than students in the University and College Sector: for the fall 1986 class, 59.3% of the Research University students graduated after five years, compared to 31.2% in the Universities and Colleges.

- In both institutional sectors, ethnic minority students are less likely than White students to complete their degree after four or five years. This difference is greatest for Black students, who are only half as likely to graduate after five years in the Research University Sector (31.6% vs. 61.1%) and one third as likely in the University and College Sector (10.9% vs. 32.8%).

## Percents Receiving a Four-Year Degree for In-State Freshmen Enrolling Full-Time in Their First Term at Colorado Four-Year Colleges and Universities

| Ethnicity | Class of | Size of Class | Percent After Four Years | Percent After Five Years |
|---|---|---|---|---|
| **State Total** | | | | |
| Total | Fall 1986 | 9,038 | 19.1 | 44.2 |
| | Fall 1987 | 9,877 | 17.4 | |
| **Research Universities** | | | | |
| Black | Fall 1986 | 76 | 9.2 | 31.6 |
| | Fall 1987 | 97 | 4.1 | |
| Nat Amer | Fall 1986 | 16 | 12.5 | 25.0 |
| | Fall 1987 | 14 | 35.7 | |
| Asian | Fall 1986 | 168 | 29.8 | 59.5 |
| | Fall 1987 | 207 | 24.6 | |
| Hispanic | Fall 1986 | 245 | 17.1 | 43.7 |
| | Fall 1987 | 278 | 14.0 | |
| White | Fall 1986 | 3,658 | 27.6 | 61.1 |
| | Fall 1987 | 3,675 | 27.1 | |
| Total | Fall 1986 | 4,163 | 26.7 | 59.3 |
| | Fall 1987 | 4,271 | 25.6 | |
| **Universities and Colleges** | | | | |
| Black | Fall 1986 | 110 | 4.5 | 10.9 |
| | Fall 1987 | 108 | 2.8 | |
| Nat Amer | Fall 1986 | 38 | 5.3 | 21.1 |
| | Fall 1987 | 33 | 6.1 | |
| Asian | Fall 1986 | 113 | 10.6 | 28.3 |
| | Fall 1987 | 103 | 7.8 | |
| Hispanic | Fall 1986 | 450 | 8.0 | 22.7 |
| | Fall 1987 | 548 | 8.0 | |
| White | Fall 1986 | 4,164 | 13.4 | 32.8 |
| | Fall 1987 | 4,814 | 11.8 | |
| Total | Fall 1986 | 4,875 | 12.6 | 31.2 |
| | Fall 1987 | 5,606 | 11.2 | |

Source: CCHE Cohort Tracking System

**Measure:** **Average Faculty Salary**

**Explanation:** Average faculty salary data indicates how Colorado colleges compete with other colleges in obtaining good faculty. The following table displays average salaries of full-time faculty as compared to the average full-time faculty salaries at peer institutions[1]. The last year of comparable national faculty data currently available is 1989-90. The National Center for Education Statistics did not collect this data in 1988-89. Sector and state total means are weighted averages (weighted by number of full-time faculty reported).[2]

**Findings:**

- Statewide, average full-time faculty salaries at Colorado colleges are below the average salaries of their peer institutions. On average in 1989-90, faculty at Research Universities received 98% of their peer salaries ($46,274 vs. $47,145), while faculty at Universities and Colleges received 93% of their peer salaries ($36,356 vs. 39,103), and faculty at Community Colleges received 83% of their peer salaries ($27,525 vs. $33,143).

- On average in 1989-90, full-time faculty at Research Universities earned $9,900 more than full-time faculty at Universities and Colleges, while full-time Community College faculty earned about $8,800 less than full-time faculty at Universities and Colleges.

Comparison of Salaries of Full-Time Faculty

| Fiscal Year | Weighted Average of Peer Salaries | Weighted Average of Campus Salaries | Index |
|---|---|---|---|
| **State Total** | | | |
| 1987/88 | $37,495 | $35,111 | .94 |
| 1989/90 | $42,138 | $39,176 | .93 |
| **Research Universities** | | | |
| 1987/88 | $42,012 | $40,272 | .96 |
| 1989/90 | $47,145 | $46,274 | .98 |
| **Universities and Colleges** | | | |
| 1987/88 | $35,022 | $32,563 | .93 |
| 1989/90 | $39,103 | $36,356 | .93 |
| **Community Colleges** | | | |
| 1987/88 | $30,203 | $25,982 | .86 |
| 1989/90 | $33,143 | $27,525 | .83 |

SOURCE: IPEDS Faculty Salary Data CCHE

[1] The peers are the institutions used in the Reexamination of the Base budget process to compare salaries at Colorado institutions with salaries at comparable institutions (in terms of degree offerings and size) in other states.

[2] While data for Lamar Community College was not available for 1987-88, this should not make a significant difference in the summary table.

**Measure:** **Student and Alumni Satisfaction**

**Explanation:** As a measure of success from the perspective of current consumers (students) and consumers (alumni) who had the opportunity to test the product. All state institutions have developed accountability programs in response to Commission directives and are in compliance with Commission accountability policy. Two of the areas they are supposed to measure are student and alumni satisfaction and after graduation performance. Rather than instituting expensive and duplicative surveys of students and alumni, the Commission decided to summarize the results from the institutions 1990 and 1991 accountability reports.

**Findings:**

STUDENT SATISFACTION

- **State Summary:** By 1991 all schools had instituted a survey of their currently enrolled students. Overall, students showed a high level of satisfaction with their institutions, with approval ratings in the high 80% to 90% ranges. The areas of most concern were on job placement and advising.

- **Research Universities:** Survey methods vary: one institution surveys graduating seniors, another surveys incoming students with follow-ups every two years, and another uses detailed tests that describe the characteristics of students in great detail. Overall results show that 87% to 90% of the students would recommend to friends or relatives that they attend the institution. One institution found that their students were least satisfied with career and academic advising (less than 50% were satisfied) and another found that students had only moderate satisfaction with cost, social life, and residence halls.

- **Universities and Colleges:** A variety of survey methods were used, four institutions used the ACT Student Opinion Survey, two on graduating seniors and two on a sample of currently enrolled students. The five other institutions used surveys developed by the colleges themselves, three on graduating seniors and two on a sample of currently enrolled students. Results were generally positive, of the institutions using the ACT survey, three were well above national norms and the other was at or slightly below national norms. Six of the institutions asked their students if they were satisfied overall, the responses ranged from about 60% to 80% satisfied. A few institutions listed areas of students dissatisfaction, two schools listed parking, two listed a lack of course availability as a problem, and one listed advising as a problem. Another institution, however, listed counseling services as very highly rated.

- **Community Colleges:** As with the four-year sectors, community colleges used a variety of survey methods, one used the ACT Student Opinion Survey, four utilized a survey developed by the community college board, and the others used surveys developed at the institution. All institutions reported that students were satisfied or highly satisfied, eight reported actual percentages, which ranged from 78% to 99%. Few areas of dissatisfaction were reported, one school listed library facilities, another listed job placement and advising, one mentioned housing, and another listed poor on-campus facilities for continuing education students.

ALUMNI SATISFACTION

- **State Summary:** All institutions had developed or were developing surveys of alumni by 1991. Several institutions survey graduates from departments undergoing program review. Overall ratings are very positive, with a majority of graduates (80% to 95%) indicating satisfaction with their education and that they would recommend the college to a friend or relative. The areas of most concern were with counseling, advising, and job placement services.

- **Research Universities:** One institution is still developing its survey of alumni but has completed a survey of non-returning students, finding that personal reasons are most often the main reason for not returning, and that many non-returning students are going to a different school. The other two institutions have surveys of alumni in place, and found that most students are satisfied and would recommend the college to friend (over 94%). Areas of concern, when identified, were with counseling, advising, and career support.

- **Universities and Colleges:** Two institutions are still developing surveys as part of their approved assessment plans, the other seven institutions have surveys in place. Overall results are very positive, with 85% to 95% of respondents indicating satisfaction and that they would recommend the college to a friend. Three institutions are using, or plan to use, instruments developed by ACT, another uses an ETS survey, and the rest use surveys developed at the institution. One institution reports a survey of non-returning students, the main reasons listed for not returning were personal and financial. Overall areas of concern, when identified, are with job placement, counseling, and too little financial aid.

- **Community Colleges:** All eleven community colleges survey their alumni, two focus their survey on vocational graduates, others sample from all their graduates. Three institutions are using a survey developed by the community college board, one uses a test developed by ACT, and the others use surveys developed by the institutions. Overall results show high levels of satisfaction, ranging from 85% to 95% satisfied. Several institutions are also tracking their transfer students, to see how well they do after transfer and if they were satisfied with their preparation at the community college. Results from these institutions show that the transfers are performing well after transfer and that they were satisfied with their preparation. Few community colleges listed concerns identified by the respondents, the concerns that were identified included career counseling, advising, lack of sufficient tutorial services, and student life issues.

**Measure:** **Availability of Academic Programs**

**Explanation:** The availability of academic programs indicates the array of educational opportunities available to Colorado students. The following table shows the number of institutions that offer at least one program, by degree level[1] and degree area classification.

**Findings:**

- Students can receive Business & Marketing degrees at many different locations across the state. These programs are among the most widely offered at all degree levels.
- Doctoral degrees in Math/Computer Science are available at five institutions in Colorado.
- Greatest access is offered at the certificate and associate degree level; access to baccalaureate and advanced degrees is more limited.
- The baccalaureate degrees that are most commonly available (11 locations) are: Business & Marketing, Arts & Humanities, Sciences, and Math/Computer Science.

Number of Public Institutions Offering at Least One Degree
by Degree Area and Degree Level

| Degree Areas | Certificates | Associate Degrees | Baccalaureate | Masters Degrees | 1st Prof. Degrees | Doctorates |
|---|---|---|---|---|---|---|
| Agric./Nat Resources | 9 | 4 | 2 | 2 | | 1 |
| Architecture & Design | | | 3 | 1 | | |
| Arts & Humanities | 3 | 13 | 11 | 8 | | 4 |
| Business & Marketing | 12 | 12 | 11 | 5 | | 1 |
| Communication | 2 | 1 | 8 | 4 | | 1 |
| Education | | | 3 | 6 | | 4 |
| Engineering/Engr Tech | 9 | 11 | 9 | 6 | | 4 |
| Health | 11 | 10 | 7 | 4 | 1 | 3 |
| Home Economics | 10 | 7 | 2 | 1 | | 1 |
| Law & Public Admin. | 8 | 7 | 3 | 3 | 1 | 1 |
| Math/Computer Science | 1 | | 11 | 6 | | 5 |
| Sciences | | | 11 | 6 | | 4 |
| Technical Trades | 11 | 9 | 1 | | | |

SOURCE: CCHE Degrees Offered File CCHE

[1] Education includes degrees in Physical Education, and specialized degrees in areas such as Music Education. General baccalaureate degrees in education have been discontinued. Engineering includes degrees in some technical trade areas.

**Measure:** **College Participation Rate**

**Explanation:** First-time students as a percent of high school graduates is a measure of college participation rate. The following two tables present the number of high school graduates by ethnicity for FY 1985-86 through FY 1989-90, and the percent of these graduates enrolling in a Colorado public college or university the following fall. This measure has been adjusted slightly since last year. In previous publications, only students that were declared as degree seeking were counted as attending a higher education institution. That definition has been changed to include all high school students that attend a higher education institution (without regard to degree seeking status) in the fall following high school graduation. This change increased the participation rate for fall 1989 from 36.4% to 38.1%.

**Findings:**

- Overall participation in Colorado public colleges increased between fall 1986 and fall 1990, from 36.8% to 40.1%. (Note: This does not include students that go to college out of state, attend a private college or university in Colorado, or delay college enrollment for one or more semesters after graduating from high school.)

- Increased participation differs among racial/ethnic groups. Participation of Hispanics, for example, increased each year from 1986 to 1990, while the participation of each of the other groups dropped at some point during the five year period. Except for Asians, the fall 1990 participation rate for each group is at the highest level.

- The increase in participation rates differs among institutional types. Overall, participation rate decreased at the Research Universities (12.7% to 11.1%), and increased at the Universities and Colleges, and Community Colleges.

High School Graduates by Ethnicity

| Ethnicity | FY 86 | FY 87 | FY 88 | FY 89 | FY 90 |
|---|---|---|---|---|---|
| Black | 1,197 | 1,239 | 1,426 | 1,507 | 1,387 |
| Nat Amer | 150 | 164 | 185 | 203 | 200 |
| Asian | 649 | 714 | 787 | 791 | 874 |
| Hispanic | 3,369 | 3,584 | 4,102 | 4,116 | 4,016 |
| Minority Tot. | 5,365 | 5,701 | 6,500 | 6,617 | 6,477 |
| White | 27,256 | 28,499 | 29,477 | 28,903 | 26,490 |
| Total | 32,621 | 34,200 | 35,977 | 35,520 | 32,967 |

Participation Rate
in Colorado Public Higher Education[1] of
First-Time In-State Students
Who Graduated from High School in Previous Year

| | Ethnicity | Fall 86 | Fall 87 | Fall 88 | Fall 89 | Fall 90 |
|---|---|---|---|---|---|---|
| State Total | | | | | | |
| | Black | 24.5% | 24.2% | 24.8% | 23.4% | 28.6% |
| | Nat Amer | 41.7% | 40.9% | 55.1% | 46.8% | 58.0% |
| | Asian | 47.3% | 49.6% | 52.0% | 48.7% | 48.6% |
| | Hispanic | 28.0% | 29.0% | 31.4% | 32.7% | 39.2% |
| | Minority Tot. | 30.0% | 30.9% | 33.1% | 32.9% | 38.8% |
| | White | 38.1% | 39.1% | 38.8% | 39.3% | 40.4% |
| | Total | 36.8% | 37.7% | 37.7% | 38.1% | 40.1% |
| Research Universities | | | | | | |
| | Black | 6.6% | 7.3% | 7.9% | 6.8% | 8.0% |
| | Nat Amer | 10.0% | 7.3% | 15.7% | 10.8% | 14.5% |
| | Asian | 24.7% | 27.0% | 27.4% | 25.5% | 25.4% |
| | Hispanic | 6.7% | 7.2% | 7.4% | 7.2% | 7.9% |
| | Minority Tot. | 9.0% | 9.7% | 10.2% | 9.4% | 10.5% |
| | White | 13.4% | 12.9% | 12.4% | 12.1% | 11.3% |
| | Total | 12.7% | 12.4% | 12.0% | 11.6% | 11.1% |

[1] Includes all public institutions.

| Ethnicity | Fall 86 | Fall 87 | Fall 88 | Fall 89 | Fall 90 |
|---|---|---|---|---|---|
| **Universities and Colleges** | | | | | |
| Black | 10.7% | 9.8% | 9.1% | 9.9% | 10.2% |
| Nat Amer | 19.3% | 17.7% | 21.1% | 18.2% | 20.0% |
| Asian | 16.2% | 17.1% | 15.2% | 14.0% | 14.0% |
| Hispanic | 12.8% | 14.3% | 14.3% | 15.6% | 17.4% |
| Minority Tot. | 12.9% | 13.8% | 13.4% | 14.2% | 15.5% |
| White | 16.0% | 17.0% | 16.6% | 16.6% | 16.9% |
| Total | 15.5% | 16.4% | 16.0% | 16.2% | 16.6% |
| **Community Colleges** | | | | | |
| Black | 7.2% | 7.2% | 7.7% | 6.7% | 10.4% |
| Nat Amer | 12.3% | 15.9% | 18.4% | 17.7% | 23.5% |
| Asian | 6.5% | 5.5% | 9.3% | 9.1% | 9.3% |
| Hispanic | 8.5% | 7.5% | 9.7% | 9.9% | 14.0% |
| Minority Tot. | 8.1% | 7.4% | 9.4% | 9.3% | 12.9% |
| White | 8.7% | 9.2% | 9.7% | 10.7% | 12.2% |
| Total | 8.6% | 8.9% | 9.7% | 10.4% | 12.4% |

SOURCE: SURDS Enrollment Files and CDE Records CCHE

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**Explanation:** The following table presents data on the participation of students at Colorado public four-year colleges and universities by their high school graduating class quartile ranks. Applicant data is not collected from community colleges.

**Findings:**

- Statewide, about fifty percent of all students from the top quartile of their high school classes enroll in the following fall. This rate has dropped from 50.5% in fall 1986 to 48.1% in fall 1990.
- Approximately 35% of students in the second quartile, 20% of students in the third quartile, and 5% of students from the bottom quartile enroll in a four-year college or university.
- This pattern varies by institutional type. For example, a majority of enrollees from the top quartile enroll at Research Universities (about 30% versus 20%), while a majority of students from the other quartile enroll at Universities or Colleges.

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Participation by Quartile Ranks
to Colorado Four-Year Public Colleges and Universities
for Students Graduating from a Colorado High School the Previous Year

| Rank Intervals | Fall 86 | Fall 87 | Fall 88 | Fall 89 | Fall 90 |
|---|---|---|---|---|---|
| **State Total** | | | | | |
| Top Quarter | 50.5% | 51.4% | 48.8% | 46.8% | 48.1% |
| 2nd Quarter | 35.0% | 37.1% | 37.2% | 35.8% | 34.1% |
| 3rd Quarter | 18.8% | 20.8% | 21.5% | 19.9% | 18.8% |
| Bottom Quarter | 5.1% | 5.7% | 5.3% | 4.7% | 4.4% |
| **Research Universities** | | | | | |
| Top Quarter | 33.3% | 33.1% | 29.9% | 28.5% | 29.2% |
| 2nd Quarter | 14.9% | 15.1% | 15.2% | 13.6% | 11.5% |
| 3rd Quarter | 1.6% | 3.3% | 4.0% | 2.5% | 1.5% |
| Bottom Quarter | .2% | .3% | .3% | .2% | .2% |
| **Universities and Colleges** | | | | | |
| Top Quarter | 17.1% | 18.3% | 18.9% | 18.3% | 18.8% |
| 2nd Quarter | 20.1% | 22.1% | 22.1% | 22.2% | 22.6% |
| 3rd Quarter | 17.2% | 17.4% | 17.5% | 17.4% | 17.3% |
| Bottom Quarter | 4.9% | 5.4% | 5.0% | 4.6% | 4.2% |

SOURCE: SURDS Undergraduate Applicant Files and CDE Records CCHE

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**Measure:** **Degree Recipients by Ethnicity**

**Explanation:** Graduation rates by ethnicity indicate whether access to college success is available for all students, regardless of ethnicity. The following table lists the number of graduates by degree level and ethnicity over the last four years.

**Findings:**

- The number and percent of minority graduates increased at all degree levels between 1986-87 and 1990-91. The number of certificate/associate degrees awarded to minorities increased by 281, while baccalaureate and graduate degrees increased by 347 and 58, respectively.
- The increase of degrees awarded to minorities fluctuates slightly from year to year.
- Minorities received a higher proportion of certificate and associate degrees (18.4%) in 1990-91 than baccalaureate (9.8%) or graduate (6.2%) degrees.
- A higher percentage of minorities receive baccalaureate and graduate degrees at the Universities and Colleges (12.2% and 6.8%) than at the Research Universities (7.6% and 5.7%).

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Ethnicity of Graduates

| Degree Level | Ethnicity | FY 86-87 | FY 87-88 | FY 88-89 | FY 89-90 | FY 90-91 |
|---|---|---|---|---|---|---|
| State Total | | | | | | |
| Cert/Assoc | Total Graduates | 3,884 | 4,150 | 4,443 | 4,646 | 4,918 |
| | Total Minorities | 624 | 696 | 609 | 813 | 905 |
| | Minority % | 16.1% | 16.8% | 13.7% | 17.5% | 18.4% |
| | Black | 2.8% | 3.3% | 2.7% | 3.6% | 3.6% |
| | Native American | .8% | 1.2% | .9% | 1.2% | .9% |
| | Asian | 2.3% | 1.4% | 1.3% | 2.1% | 2.0% |
| | Hispanic | 10.1% | 10.8% | 8.8% | 10.6% | 11.9% |
| | Non-Resident Alien | 2.7% | 3.6% | 3.2% | 2.3% | 2.1% |
| | White/Unknown | 81.3% | 79.6% | 83.1% | 80.2% | 79.5% |
| Bachelor | Total Graduates | 12,767 | 12,854 | 13,132 | 13,928 | 13,974 |
| | Total Minorities | 1,021 | 1,133 | 1,128 | 1,279 | 1,368 |
| | Minority % | 8.0% | 8.8% | 8.6% | 9.2% | 9.8% |
| | Black | 1.5% | 1.4% | 1.3% | 1.5% | 1.7% |
| | Native American | .6% | .7% | .6% | .6% | .7% |
| | Asian | 2.2% | 2.6% | 2.3% | 2.7% | 2.8% |
| | Hispanic | 3.7% | 4.1% | 4.4% | 4.4% | 4.7% |
| | Non-Resident Alien | 1.6% | 1.9% | 1.9% | 1.5% | 1.4% |
| | White/Unknown | 90.4% | 89.3% | 89.5% | 89.3% | 88.8% |
| Graduate | Total Graduates | 3,941 | 4,221 | 4,502 | 4,603 | 4,649 |
| | Total Minorities | 230 | 256 | 260 | 278 | 288 |
| | Minority % | 5.8% | 6.1% | 5.8% | 6.0% | 6.2% |
| | Black | 1.0% | .8% | .8% | .9% | 1.1% |
| | Native American | .4% | .5% | .5% | .5% | .5% |
| | Asian | 1.5% | 1.7% | 1.8% | 1.7% | 1.7% |
| | Hispanic | 2.9% | 3.1% | 2.7% | 3.0% | 2.9% |
| | Non-Resident Alien | 6.9% | 9.0% | 9.4% | 11.2% | 10.7% |
| | White/Unknown | 87.2% | 84.9% | 84.9% | 82.8% | 83.1% |



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| Degree Level | Ethnicity | FY 86-87 | FY 87-88 | FY 88-89 | FY 89-90 | FY 90-91 |
|---|---|---|---|---|---|---|
| **Research Universities** | | | | | | |
| Bachelor | Total Graduates | 6,881 | 6,886 | 6,801 | 7,295 | 7,352 |
| | Total Minorities | 412 | 465 | 435 | 492 | 559 |
| | Minority % | 6.0% | 6.8% | 6.4% | 6.7% | 7.6% |
| | Black | .8% | 1.0% | .8% | 1.1% | 1.2% |
| | Native American | .5% | .4% | .4% | .3% | .5% |
| | Asian | 2.3% | 2.7% | 2.5% | 2.6% | 3.0% |
| | Hispanic | 2.4% | 2.6% | 2.8% | 2.8% | 2.9% |
| | Non-Resident Alien | 1.2% | 1.9% | 2.6% | 1.7% | 1.5% |
| | White/Unknown | 92.8% | 91.3% | 91.0% | 91.6% | 90.9% |
| Graduate | Total Graduates | 2,251 | 2,419 | 2,465 | 2,473 | 2,631 |
| | Total Minorities | 118 | 114 | 135 | 139 | 150 |
| | Minority % | 5.2% | 4.7% | 5.5% | 5.6% | 5.7% |
| | Black | .5% | .4% | .7% | .6% | .6% |
| | Native American | .6% | .6% | .5% | .6% | .5% |
| | Asian | 1.8% | 2.1% | 1.9% | 1.9% | 1.9% |
| | Hispanic | 2.4% | 1.7% | 2.4% | 2.4% | 2.6% |
| | Non-Resident Alien | 9.7% | 13.5% | 14.8% | 17.7% | 16.2% |
| | White/Unknown | 85.0% | 81.8% | 79.8% | 76.7% | 78.1% |
| **Universities and Colleges** | | | | | | |
| Cert/Assoc | Total Graduates | 324 | 293 | 262 | 258 | 262 |
| | Total Minorities | 23 | 27 | 15 | 26 | 23 |
| | Minority % | 7.1% | 9.2% | 5.7% | 10.1% | 8.8% |
| | Black | .6% | .7% | 0.0% | .4% | .8% |
| | Native American | .3% | .7% | .8% | 1.9% | 0.0% |
| | Asian | 0.0% | 0.0% | .4% | .4% | .4% |
| | Hispanic | 6.2% | 7.8% | 4.6% | 7.4% | 7.6% |
| | Non-Resident Alien | 1.9% | 1.4% | 4.6% | 5.4% | 3.4% |
| | White/Unknown | 91.0% | 89.4% | 89.7% | 84.5% | 87.8% |
| Bachelor | Total Graduates | 5,886 | 5,968 | 6,331 | 6,633 | 6,622 |
| | Total Minorities | 609 | 668 | 693 | 787 | 809 |
| | Minority % | 10.3% | 11.2% | 10.9% | 11.9% | 12.2% |
| | Black | 2.2% | 1.9% | 1.9% | 1.9% | 2.2% |
| | Native American | .7% | 1.1% | .9% | 1.0% | .9% |
| | Asian | 2.1% | 2.5% | 2.1% | 2.8% | 2.5% |
| | Hispanic | 5.3% | 5.7% | 6.0% | 6.2% | 6.6% |
| | Non-Resident Alien | 2.1% | 1.8% | 1.2% | 1.3% | 1.3% |
| | White/Unknown | 87.6% | 87.0% | 87.8% | 86.8% | 86.5% |
| Graduate | Total Graduates | 1,690 | 1,802 | 2,037 | 2,130 | 2,018 |
| | Total Minorities | 112 | 142 | 125 | 139 | 138 |
| | Minority % | 6.6% | 7.9% | 6.1% | 6.5% | 6.8% |
| | Black | 1.7% | 1.3% | .9% | 1.1% | 1.6% |
| | Native American | .2% | .3% | .5% | .3% | .5% |
| | Asian | 1.2% | 1.3% | 1.7% | 1.3% | 1.3% |
| | Hispanic | 3.6% | 5.0% | 3.0% | 3.8% | 3.4% |
| | Non-Resident Alien | 3.2% | 3.1% | 2.8% | 3.7% | 3.6% |
| | White/Unknown | 90.2% | 89.0% | 91.1% | 89.8% | 89.6% |
| **Community Colleges** | | | | | | |
| Cert/Assoc | Total Graduates | 3,560 | 3,857 | 4,181 | 4,388 | 4,656 |
| | Total Minorities | 601 | 669 | 594 | 787 | 882 |
| | Minority % | 16.9% | 17.3% | 14.2% | 17.9% | 18.9% |
| | Black | 3.0% | 3.5% | 2.9% | 3.7% | 3.8% |
| | Native American | .9% | 1.2% | .9% | 1.2% | 1.0% |
| | Asian | 2.6% | 1.5% | 1.4% | 2.2% | 2.1% |
| | Hispanic | 10.4% | 11.1% | 9.0% | 10.8% | 12.1% |
| | Non-Resident Alien | 2.8% | 3.8% | 3.2% | 2.2% | 2.0% |
| | White/Unknown | 80.4% | 78.9% | 82.6% | 79.9% | 79.1% |

SOURCE: SURDS Degrees Granted Files CCHE

**Measure:** **Availability of Student Financial Aid**

**Explanation:** National data for 1990-91 compares Colorado's expenditures on financial aid with that of other states.

**Findings:**

- Colorado state funding for the Colorado Student Grant Program, the Colorado Student Incentive Grant Program, and the Diversity Grant Program accounts for about 36% of all state aid in Colorado. This funding is about half of the national average (77%) of state grant aid for comprehensive undergraduate need-based grant programs.

- Colorado ranks 24th in total expenditures for undergraduate need-based grants.

- Other undergraduate need-based aid ranks for Colorado are:

  -- 23rd on estimated grant dollars per resident population

  -- 24th on estimated grant dollars per resident college-age population

  -- 27th on estimated grant dollars to undergraduates per full-time undergraduate enrollment

  -- 24th on the proportion of full-time undergraduates receiving awards

- Of the 31 states that offer non-need-based aid to undergraduates, Colorado ranks 9th in total funding for this type of aid, including National Guard Tuition Assistance, Nursing Scholarships, and Undergraduate Merit Scholarships.

- Of the 16 states that offer state work-study programs, Colorado ranks 1st in funding for these programs.

SOURCE: National Association of State Scholarship and Grant Programs -- Annual Report, 1990-91.

The following table displays the distribution of Colorado financial aid awards, by aid category, for 1989-90 and 1990-91.

- Overall state aid grew by 16.3% from 1989-90 to 1990-91. The largest increases were in diversity awards, work-study, and categorical programs awards which grew 94.1%, 24.6%, and 23.1%, respectively.

- The private school grant was the only category that did not increase over the year.

- In 1990-91, one-third of the total state awards was expended in the undergraduate need-based category ($11 million of $33 million).

Distribution of State Aid to Categories

| | FY 1989-90 | FY 1990-91 | % Change |
|---|---|---|---|
| UNDERGRAD NEED BASED | $10,270,765 | $11,247,482 | 9.5% |
| UNDERGRAD MERIT | $7,155,197 | $8,092,453 | 13.1% |
| WORK-STUDY | $7,442,729 | $9,277,165 | 24.6% |
| GRADUATE (NEED & MERIT) | $1,897,782 | $2,196,389 | 15.7% |
| DIVERSITY | $566,300 | $1,098,982 | 94.1% |
| NATIVE AMER. TUIT. ASSIST. | $1,214,089 | $1,280,812 | 5.5% |
| CATEGORICAL PROGRAMS | $533,843 | $657,181 | 23.1% |
| PRIVATE SCHOOL GRANT | $100,000 | $100,000 | 0.0% |
| TOTAL | $29,180,705 | $33,950,464 | 16.3% |

SOURCE: Institutional Financial Reports CCHE



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The following table displays data on all financial aid awards in 1989-90 and 1990-91, comparing total awards (including federal awards and loans) with state aid.

- Total aid awarded increased by 6.0% from 1989-90 to 1990-91, with a higher percent increase (17.6%) at the state two-year public institutions.
- Total state aid increased by 17.1%, with a larger increase going to the "All Others" sector, which includes private institutions. Total state aid in 1990-91 ($33 million) accounted for only 8.1% of the total aid awarded in Colorado ($404 million).
- The total number of financial aid recipients increased by 2.2% from 1989-90 to 1990-91, with the largest increase (3.6%) at the four-year, public institutions.
- The total number of recipients of state aid awards increased by 12.7% from 1989-90 to 1990-91. The increase differed by institutional types, with a 9.0% increase at public, four-year institutions, a 19.0% jump at public, two-year institutions, and an increase of 22.1% at all other institutions.
- The average total award increased by 3.7% from 1989-90 to 1990-91 (from $3,933 to $4,080). In 1990-91, the average award at public, two-year institutions was about 37% of the average award at public, four-year institutions ($1,674 vs $4,489).
- The average size of state aid awards also increased by 3.9% between 1989-90 and 1990-91. In 1990-91, state aid awards composed about 27% of total average awards at public, four-year institutions ($1,221 of $4,489) and about 57% of total average awards at public, two-year institutions ($947 of $1,674).

Financial Aid Awards[1]

| | FY 1989-90 | FY 1990-91 | % Change |
|---|---|---|---|
| Total Aid Awarded | $380,732,351 | $403,684,698 | 6.0% |
| to 4-Yr Public | $225,373,511 | $241,299,764 | 7.1% |
| to 2-Yr Public | $34,562,590 | $40,655,045 | 17.6% |
| to All Others | $120,796,250 | $121,729,889 | 0.8% |
| State Aid | $28,072,093 | $32,868,089 | 17.1% |
| to 4-Yr Public | $20,596,810 | $22,748,663 | 10.4% |
| to 2-Yr Public | $5,111,650 | $6,587,849 | 28.9% |
| to All Others | $2,363,633 | $3,531,577 | 49.4% |
| Total Recipients | 96,800 | 98,945 | 2.2% |
| at 4-Yr Public | 51,886 | 53,755 | 3.6% |
| at 2-Yr Public | 23,858 | 24,284 | 1.8% |
| at All Others | 21,056 | 20,906 | -0.7% |
| State Recipients | 25,645 | 28,890 | 12.7% |
| at 4-Yr Public | 17,095 | 18,630 | 9.0% |
| at 2-Yr Public | 5,847 | 6,959 | 19.0% |
| at All Others | 2,703 | 3,301 | 22.1% |
| Average $ per Award | $3,933 | $4,080 | 3.7% |
| at 4-Yr Public | $4,344 | $4,489 | 3.3% |
| at 2-Yr Public | $1,449 | $1,674 | 15.6% |
| at All Others | $5,737 | $5,823 | 1.5% |
| Average for State $ | $1,095 | $1,138 | 3.9% |
| at 4-Yr Public | $1,205 | $1,221 | 1.3% |
| at 2-Yr Public | $874 | $947 | 8.3% |
| at All Others | $874 | $1,070 | 22.3% |

SOURCE: SURDS Financial Aid Files CCHE

[1] Excludes National Guard Tuition Assistance and Native American Tuition Assistance; includes institutional match for work study.

**Measure:** **Faculty Diversity**

**Explanation:** The following table displays the number of full-time faculty and percentage distributions by racial/ethnic group and sex.

**Findings:**

- Community Colleges have the most diverse faculty (11.9% minority and 41.5% female), in contrast to the Research Universities (8.4% minority and 20.6% female) and the Universities and Colleges (9.8% minority and 28.5% female).

- All sectors increased diversity between fall 1986 and fall 1990. The state minority full-time faculty percentage increased from 6.8% to 9.6%.

Full-Time Faculty Diversity[1]

| | Fall 86 | Fall 87 | Fall 88 | Fall 89 | Fall 90 |
|---|---|---|---|---|---|
| **State Total** | | | | | |
| Total | 4,579 | 4,594 | 4,699 | 4,843 | 4,723 |
| Black | 1.2% | 1.1% | 1.2% | 1.4% | 1.6% |
| Nat Amer | .5% | .4% | .5% | .5% | .6% |
| Asian | 2.3% | 2.7% | 2.9% | 3.0% | 3.4% |
| Hispanic | 2.8% | 3.0% | 3.3% | 3.3% | 4.0% |
| White | 93.3% | 92.7% | 92.2% | 91.8% | 90.4% |
| Male | 78.1% | 76.4% | 75.4% | 74.5% | 72.8% |
| Female | 21.9% | 23.6% | 24.6% | 25.5% | 27.2% |
| **Research Universities** | | | | | |
| Total | 2,121 | 2,161 | 2,176 | 2,273 | 2,040 |
| Black | .6% | .5% | .8% | 1.0% | 1.1% |
| Nat Amer | .1% | .1% | .1% | .2% | .3% |
| Asian | 2.5% | 3.2% | 3.4% | 3.4% | 4.1% |
| Hispanic | 1.7% | 2.1% | 2.2% | 2.2% | 2.9% |
| White | 95.0% | 94.1% | 93.6% | 93.2% | 91.6% |
| Male | 84.8% | 82.8% | 81.8% | 80.9% | 79.4% |
| Female | 15.2% | 17.2% | 18.2% | 19.1% | 20.6% |
| **Universities and Colleges** | | | | | |
| Total | 1,813 | 1,812 | 1,842 | 1,879 | 1,912 |
| Black | 1.4% | 1.3% | 1.3% | 1.5% | 1.6% |
| Nat Amer | .7% | .8% | .8% | .7% | .6% |
| Asian | 2.4% | 2.6% | 2.8% | 3.1% | 3.5% |
| Hispanic | 3.1% | 3.2% | 3.7% | 3.7% | 4.1% |
| White | 92.4% | 92.1% | 91.4% | 90.8% | 90.2% |
| Male | 76.0% | 73.6% | 72.9% | 72.2% | 71.5% |
| Female | 24.0% | 26.4% | 27.1% | 27.8% | 28.5% |
| **Community Colleges** | | | | | |
| Total | 645 | 621 | 681 | 691 | 771 |
| Black | 2.8% | 2.9% | 2.3% | 2.5% | 3.0% |
| Nat Amer | .8% | .3% | .9% | .7% | 1.0% |
| Asian | 1.4% | 1.3% | 1.3% | 1.3% | 1.3% |
| Hispanic | 5.1% | 6.0% | 5.3% | 5.9% | 6.6% |
| White | 89.9% | 89.5% | 90.2% | 89.6% | 88.1% |
| Male | 61.9% | 62.8% | 61.8% | 59.6% | 58.5% |
| Female | 38.1% | 37.2% | 38.2% | 40.4% | 41.5% |

SOURCE: EEO-6 and CCHE Reports Submitted by the Institutions CCHE

[1] Some historical data included in the January 1991 Scorecard has been revised. In addition, the Community College faculty data in that report included Local District College data. Community College faculty data now excludes those institutions.

**Measure:** **Student/Faculty Ratios**

**Explanation:** Student/faculty ratios indicate the level of faculty resources that support academic programs. The student faculty ratios used in the statewide budget formulas[1] were used to calculate the number of full-time equivalent (FTE) faculty to be funded, based on actual student enrollment by discipline and level. These ratios are compared in the table to the actual student faculty ratios reported by the institutions.

**Findings:**

- Statewide in 1990-91, actual student faculty ratios were highest for freshmen and sophomores, averaging 23.0 to 1. The ratio for juniors and seniors was much lower at 15.4 to 1. Graduate students had the lowest student faculty ratio, averaging 7.5 to 1.

- Comparing average 1990-91 freshman and sophomore ratios across sectors shows that Community Colleges had the lowest average ratio (17.4 to 1). Universities and Colleges had an average ratio of 27.7 to 1, while Research Universities had an average ratio of 28.1 to 1.

- Comparing average 1990-91 junior and senior ratios across sectors shows that the ratios at Universities and Colleges, and Research Universities are nearly equal at 15.2 to 1 and 15.6 to 1, respectively.

- When comparing actual student faculty ratios to formula generated ratios, the statewide average shows that actual freshman and sophomore levels are higher, while junior and senior and graduate ratios are nearly equal to the formula. The exception is at the Community Colleges, where actual freshman and sophomore ratios are lower than the formula.

Student Faculty Ratios

| Fiscal Year | Fresh./Soph. Actual | Fresh./Soph. Formula | Junior/Senior Actual | Junior/Senior Formula | Graduate Actual | Graduate Formula |
|---|---|---|---|---|---|---|
| **State Total** | | | | | | |
| 1988/89 | 22.8 | 20.1 | 16.1 | 15.3 | 7.5 | 7.4 |
| 1989/90 | 23.2 | 19.8 | 15.6 | 15.3 | 6.7 | 7.5 |
| 1990/91 | 23.0 | 19.8 | 15.4 | 15.2 | 7.5 | 7.6 |
| **Research Universities** | | | | | | |
| 1988/89 | 27.7 | 20.7 | 16.1 | 14.9 | 6.4 | 6.6 |
| 1989/90 | 30.6 | 20.7 | 15.9 | 15.0 | 5.8 | 6.8 |
| 1990/91 | 28.1 | 20.7 | 15.6 | 14.9 | 6.3 | 6.9 |
| **Universities and Colleges** | | | | | | |
| 1988/89 | 27.6 | 20.8 | 16.2 | 15.8 | 9.4 | 8.7 |
| 1989/90 | 27.4 | 20.7 | 15.3 | 15.7 | 8.4 | 8.7 |
| 1990/91 | 27.7 | 20.6 | 15.2 | 15.6 | 9.8 | 8.6 |
| **Community Colleges** | | | | | | |
| 1988/89 | 16.9 | 18.9 | | | | |
| 1989/90 | 16.9 | 18.4 | | | | |
| 1990/91 | 17.4 | 18.5 | | | | |

SOURCE: 1991-92 and 1992-93 Budget Request Documents CCHE

[1] These ratios are based on national and state practice, and differ by student level and discipline. For example, the number of students per faculty is lower at the graduate level than for freshmen and sophomores, and some disciplines have higher ratios than others.

**Measure:** **Sustained Financial Commitment to Instruction**

**Explanation:** Sustained financial commitment to instruction can be measured by annual changes in revenue per student. The relationship between students and available revenue is one measure of economic efficiency in higher education. The following table presents data, in current 1991 dollars[1] and actual dollars, that shows the total state general fund appropriations plus total tuition revenue per FTE student.

**Findings:**

- In constant HEPI 1991 dollars, total revenue per FTE student at Research Universities increased 0.8% between 1987-88 to 1990-91.
- In constant HEPI 1991 dollars, revenue per student since 1987-88 has declined at the Universities and Colleges and Community Colleges by 0.4% and 11.0%, respectively.

Revenue per Student
(Total General Fund + Tuition) / (Total FTE Students)

| | FY 87-88 | FY 88-89 | FY 89-90 | FY 90-91 | % Change '88 to '91 |
|---|---|---|---|---|---|
| State Total | | | | | |
| Actual $: | 4,468 | 4,640 | 4,851 | 5,104 | 14.2% |
| % Change: | | 3.8% | 4.5% | 5.2% | |
| Constant CPI 1991 $: | 4,962 | 5,062 | 5,069 | 5,104 | 2.9% |
| % Change: | | 2.0% | .1% | .7% | |
| Constant HEPI 1991 $: | 5,266 | 5,169 | 5,108 | 5,104 | -3.1% |
| % Change: | | -1.8% | -1.2% | -.1% | |
| Research Universities | | | | | |
| Actual $: | 5,746 | 6,101 | 6,473 | 6,827 | 18.8% |
| % Change: | | 6.2% | 6.1% | 5.5% | |
| Constant CPI 1991 $: | 6,382 | 6,656 | 6,764 | 6,827 | 7.0% |
| % Change: | | 4.3% | 1.6% | .9% | |
| Constant HEPI 1991 $: | 6,773 | 6,797 | 6,816 | 6,827 | .8% |
| % Change: | | .3% | .3% | .2% | |
| Universities and Colleges | | | | | |
| Actual $: | 3,923 | 4,176 | 4,379 | 4,605 | 17.4% |
| % Change: | | 6.4% | 4.8% | 5.2% | |
| Constant CPI 1991 $: | 4,357 | 4,556 | 4,576 | 4,605 | 5.7% |
| % Change: | | 4.6% | .4% | .6% | |
| Constant HEPI 1991 $: | 4,625 | 4,653 | 4,611 | 4,605 | -.4% |
| % Change: | | .6% | -.9% | -.1% | |
| Community Colleges | | | | | |
| Actual $: | 3,188 | 3,041 | 3,155 | 3,344 | 4.9% |
| % Change: | | -4.6% | 3.8% | 6.0% | |
| Constant CPI 1991 $: | 3,540 | 3,318 | 3,297 | 3,344 | -5.6% |
| % Change: | | -6.3% | -.6% | 1.4% | |
| Constant HEPI 1991 $: | 3,757 | 3,388 | 3,322 | 3,344 | -11.0% |
| % Change: | | -9.8% | -1.9% | .6% | |

SOURCE: Institutional Budget Request Documents CCHE

[1] Constant 1991 dollars are adjusted by both the Consumer Price Index (CPI) and the Higher Education Price Index (HEPI).



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**Measure:** **Administrative Costs as a Percent of Total Costs**

**Explanation:** Administrative costs as a percent of total costs is a measure of the resources going toward administration. Several factors impact expenditures for administration/institutional support:

- Administrative expenditures are expected to increase as the number of students and the services that they require increase. The percentage and dollar increase for administrative expenditures may be high for a growing institution, while remaining constant on a per student basis or as a percentage of the total budget.
- Regardless of size, all institutions must provide basic administrative services (accounting, purchasing, public safety, administrative computing, computer hardware, etc.). For small institutions, these basic services represent a significant fixed cost expenditure. Research universities require additional resources to administer grants and contracts associated with the research component of their role and mission.
- Administrative services may require large purchases such as telephone systems and computer hardware. These purchases will periodically cause up as major increases in administrative expenditures.
- Personnel costs are a major component of administrative expenditures. Institutional support functions (accounting, purchasing, public safety, administrative computing, etc.) are labor intensive and are predominantly staffed by classified employees. Mandated salary and benefit increases may result in greater than proportionate expenditures for institutional support.

Findings:

- Compared to their peers, Colorado institutions as a whole spend 83.1% of the peer average for administration on a per student basis.
- Capital investments were a major factor in the 1989-90 administrative expenditures at some universities/colleges. If these large capital purchases had not been made, the percentage increase for these institutions would be much lower.

Administrative Expenditure Summary Data[1]

| | Institutional Support Expenditures Per SFTE | | | % of Peer Average |
|---|---|---|---|---|
| | 1988-89 | 1989-90 | % Change | 1989-90 |
| State Total | $676 | $713 | 5.4% | 83.1% |
| Research Universities | $775 | $819 | 5.6% | 86.6% |
| Universities/Colleges | $620 | $671 | 8.3% | 82.3% |
| Community Colleges | $613 | $620 | 1.2% | 79.2% |

Source: Administrative Cost Report, June 1991, CCHE

[1] Administrative expenditures reported here include all offices and functions with institutionwide responsibilities, including: executive management, fiscal management, general administration and logistics, administrative computing support, and public relations/development.

**Measure:** **Total Revenue per Student**

**Explanation:** Total revenue per student indicates the resources available to Colorado institutions as compared with institutions in other states.

**Findings:**

- Compared to other states, in 1990-91 Colorado ranks 45th in state general fund and tuition revenue per FTE student, about 14% less than the national average.

General Fund and Tuition Revenue per FTE Student[1]
1990/91

| Rank | | | |
|---|---|---|---|
| Current | Prior | State | Index |
| 1 | 1 | ALASKA | 193.53 |
| 2 | 5 | DIST COL | 165.92 |
| 3 | 2 | HAWAII | 154.76 |
| 4 | 3 | DELAWARE | 147.68 |
| 5 | 4 | VERMONT | 147.19 |
| 6 | 6 | CONNECTICUT | 146.37 |
| 7 | 11 | PENNSYLVANIA | 132.74 |
| 8 | 7 | NEW JERSEY | 128.40 |
| 9 | 18 | WISCONSIN | 116.87 |
| 10 | 13 | WYOMING | 116.77 |
| 11 | 16 | IOWA | 115.47 |
| 12 | 14 | MICHIGAN | 114.18 |
| 13 | 9 | MAINE | 113.49 |
| 14 | 19 | INDIANA | 111.04 |
| 15 | 25 | NEW HAMPSHIRE | 107.73 |
| 16 | 27 | SOUTH CAROLINA | 107.40 |
| 17 | 15 | RHODE ISLAND | 107.13 |
| 18 | 39 | NORTH CAROLINA | 106.09 |
| 19 | 22 | WASHINGTON | 105.89 |
| 20 | 8 | NEW YORK | 105.77 |
| 21 | 32 | NEW MEXICO | 104.71 |
| 22 | 21 | MINNESOTA | 104.23 |
| 23 | 12 | MASSACHUSETTS | 103.62 |
| 24 | 24 | OHIO | 101.89 |
| 25 | 23 | NEVADA | 100.78 |
| 26 | 17 | MARYLAND | 100.26 |
| | | NATIONAL AVERAGE | 100.00 |
| 27 | 29 | CALIFORNIA | 99.86 |
| 28 | 10 | FLORIDA | 98.81 |
| 29 | 20 | VIRGINIA | 97.54 |
| 30 | 31 | OREGON | 97.37 |
| 31 | 26 | GEORGIA | 97.12 |
| 32 | 28 | TENNESSEE | 95.53 |
| 33 | 35 | IDAHO | 95.21 |
| 34 | 36 | ARIZONA | 94.88 |
| 35 | 30 | UTAH | 93.13 |
| 36 | 45 | NORTH DAKOTA | 92.51 |
| 37 | 33 | OKLAHOMA | 92.15 |
| 38 | 37 | MISSOURI | 90.69 |
| 39 | 38 | ILLINOIS | 88.76 |
| 40 | 34 | KANSAS | 88.02 |
| 41 | 46 | NEBRASKA | 87.68 |
| 42 | 42 | ALABAMA | 86.86 |
| 43 | 41 | SOUTH DAKOTA | 86.73 |
| 44 | 43 | ARKANSAS | 86.42 |
| 45 | 40 | COLORADO | 86.01 |
| 46 | 44 | KENTUCKY | 85.88 |
| 47 | 48 | MONTANA | 85.02 |
| 48 | 47 | LOUISIANA | 83.11 |
| 49 | 49 | MISSISSIPPI | 77.70 |
| 50 | 51 | WEST VIRGINIA | 74.39 |
| 51 | 50 | TEXAS | 71.55 |

SOURCE: State Profiles: Financing Public Higher Education 1978 to 1991, Table 1, Page 84, Research Associates of Washington

[1] A new data source is used this year to provide more current information.

**Measure:** **State Appropriation per Resident Student**

**Explanation:** State appropriation per resident student indicates how much financial support the state provides to educate Coloradans. The following table presents data, in current 1991 dollars[1] and actual dollars, showing the total state general fund appropriations per resident FTE student. .

**Findings:**

- Statewide, general fund appropriations have not kept up with enrollment increases and inflation since 1987-88 (as indicated by the negative constant 1991 dollar changes since that year).
- In actual dollars, general fund per student increased between 1987-88 and 1990-91 at the Research Universities, and the Universities and Colleges. Community Colleges lost general fund revenue per student over this same time, -4.3%.

General Fund Allocation per Student
(General Fund) / (Resident FTE Students)

| | FY 87-88 | FY 88-89 | FY 89-90 | FY 90-91 | % Change '88 to '91 |
|---|---|---|---|---|---|
| State Total | | | | | |
| Actual $: | 2,934 | 3,013 | 3,082 | 3,146 | 7.2% |
| % Change: | | 2.7% | 2.3% | 2.1% | |
| Constant CPI 1991 $: | 3,258 | 3,287 | 3,221 | 3,146 | -3.4% |
| % Change: | | .9% | -2.0% | -2.3% | |
| Constant HEPI 1991 $: | 3,458 | 3,356 | 3,246 | 3,146 | -9.0% |
| % Change: | | -2.9% | -3.3% | -3.1% | |
| Research Universities | | | | | |
| Actual $: | 3,685 | 3,914 | 4,056 | 4,133 | 12.2% |
| % Change: | | 6.2% | 3.6% | 1.9% | |
| Constant CPI 1991 $: | 4,093 | 4,270 | 4,239 | 4,133 | 1.0% |
| % Change: | | 4.3% | -.7% | -2.5% | |
| Constant HEPI 1991 $: | 4,344 | 4,360 | 4,271 | 4,133 | -4.9% |
| % Change: | | .4% | -2.0% | -3.2% | |
| Universities and Colleges | | | | | |
| Actual $: | 2,673 | 2,833 | 2,922 | 2,999 | 12.2% |
| % Change: | | 6.0% | 3.1% | 2.7% | |
| Constant CPI 1991 $: | 2,969 | 3,091 | 3,053 | 2,999 | 1.0% |
| % Change: | | 4.1% | -1.2% | -1.8% | |
| Constant HEPI 1991 $: | 3,150 | 3,157 | 3,076 | 2,999 | -4.8% |
| % Change: | | .2% | -2.5% | -2.5% | |
| Community Colleges | | | | | |
| Actual $: | 2,379 | 2,189 | 2,214 | 2,276 | -4.3% |
| % Change: | | -8.0% | 1.2% | 2.8% | |
| Constant CPI 1991 $: | 2,642 | 2,388 | 2,314 | 2,276 | -13.9% |
| % Change: | | -9.6% | -3.1% | -1.6% | |
| Constant HEPI 1991 $: | 2,804 | 2,438 | 2,332 | 2,276 | -18.8% |
| % Change: | | -13.0% | -4.4% | -2.4% | |

SOURCE: Institutional Budget Request Documents CCHE

[1] Constant 1991 dollars are adjusted by both the Consumer Price Index (CPI) and the Higher Education Price Index (HEPI).

**Measure:** **Alumni and Private Contributions**

**Explanation:** Alumni and private contributions indicate the level of financial support that institutions receive from sources other than state general fund and students.

**Findings:**

- Over $57 million dollars were contributed in FY 1990-91.
- While contributions tend to vary from year to year because of the effects of special purpose fund raising activities, overall, contributions over the last five year increased.

**Alumni and Private Giving**
**(data in millions)**

| | FY 1986-87 | FY 1987-88 | FY 1988-89 | FY 1989-90 | FY 1990-91 |
|---|---|---|---|---|---|
| State Total | 34.256 | 33.117 | 38.976 | 53.145 | 57.370 |
| Research Universities | 28.965 | 25.950 | 31.874 | 39.224 | 47.250 |
| Universities and Colleges | 5.291 | 7.167 | 5.948 | 12.499 | 9.470 |
| Community Colleges | N/A | N/A | 1.153 | 1.421 | .650 |

SOURCE: Data provided by the governing boards. CCHE

**Measure:** **State Appropriation per Capita**

**Explanation:** State appropriation per capita (Colorado resident) indicates how much financial support the state provides to educate its citizens, compared to other states. The measure in the following table displays the total state and local appropriations for higher education per state resident.

**Findings:**

- Compared to other states, Colorado ranks 40th in state revenue per resident; about 21% less than the national average.

1990/91 State Higher Education Revenue per Capita[1]

| Rank | | | |
|---|---|---|---|
| Current | Prior | State | Index |
| 1 | 2 | WYOMING | 189.25 |
| 2 | 1 | ALASKA | 188.23 |
| 3 | 3 | HAWAII | 159.69 |
| 4 | 4 | CALIFORNIA | 146.39 |
| 5 | 5 | NEW MEXICO | 142.79 |
| 6 | 6 | MINNESOTA | 137.75 |
| 7 | 9 | WISCONSIN | 131.67 |
| 8 | 15 | IDAHO | 125.75 |
| 9 | 8 | NORTH CAROLINA | 125.75 |
| 10 | 13 | IOWA | 124.65 |
| 11 | 7 | ARIZONA | 122.43 |
| 12 | 14 | WASHINGTON | 119.77 |
| 13 | 11 | DELAWARE | 117.14 |
| 14 | 21 | NEBRASKA | 117.13 |
| 15 | 16 | NORTH DAKOTA | 116.66 |
| 16 | 10 | KANSAS | 115.75 |
| 17 | 19 | OREGON | 111.69 |
| 18 | 12 | UTAH | 111.43 |
| 19 | 20 | MICHIGAN | 108.92 |
| 20 | 23 | MAINE | 105.15 |
| 21 | 17 | MARYLAND | 104.62 |
| 22 | 25 | OKLAHOMA | 100.21 |
| | | NATIONAL AVERAGE | 100.00 |
| 23 | 27 | ILLINOIS | 99.02 |
| 24 | 24 | ALABAMA | 98.81 |
| 25 | 22 | VIRGINIA | 96.55 |
| 26 | 30 | NEVADA | 96.29 |
| 27 | 31 | INDIANA | 95.03 |
| 28 | 33 | MONTANA | 94.38 |
| 29 | 34 | SOUTH CAROLINA | 94.09 |
| 30 | 18 | NEW YORK | 90.39 |
| 31 | 37 | CONNECTICUT | 88.44 |
| 32 | 29 | GEORGIA | 88.36 |
| 33 | 35 | NEW JERSEY | 88.14 |
| 34 | 32 | DIST COL | 87.28 |
| 35 | 41 | OHIO | 83.97 |
| 36 | 44 | KENTUCKY | 83.57 |
| 37 | 38 | TENNESSEE | 83.18 |
| 38 | 26 | RHODE ISLAND | 82.95 |
| 39 | 36 | TEXAS | 81.39 |
| 40 | 39 | COLORADO | 79.32 |
| 41 | 43 | MISSOURI | 79.13 |
| 42 | 40 | MISSISSIPPI | 77.99 |
| 43 | 28 | FLORIDA | 77.76 |
| 44 | 45 | PENNSYLVANIA | 75.63 |
| 45 | 46 | ARKANSAS | 69.34 |
| 46 | 48 | WEST VIRGINIA | 65.69 |
| 47 | 47 | SOUTH DAKOTA | 65.19 |
| 48 | 42 | MASSACHUSETTS | 64.45 |
| 49 | 49 | LOUISIANA | 61.68 |
| 50 | 50 | VERMONT | 48.52 |
| 51 | 51 | NEW HAMPSHIRE | 44.70 |

SOURCE: State Profiles: Financing Public Higher Education 1978 to 1991, Table 3, Page 89, Research Associates of Washington

[1] A new data source is used this year to provide more current information.

**Measure:** **Grant and Contract Dollars per Faculty FTE**

**Explanation:** Grant and contract dollars per faculty FTE indicate the research productivity of faculty. The following table displays the research expenditures (from grants and contracts) per full-time faculty member for all public institutions in each state.

**Findings:**

- Compared to other states, Colorado ranks 12th in research expenditures per full-time faculty member; about 34% above the national average.

1987/88 Research Expenditures per Full-Time Faculty Member
(Public Institutions)

| Rank | | | |
|---|---|---|---|
| Current | Prior | State | Index |
| 1 | 9 | ALASKA | 276.79 |
| 2 | 1 | UTAH | 197.46 |
| 3 | 7 | HAWAII | 191.15 |
| 4 | 4 | NEW MEXICO | 179.12 |
| 5 | 2 | WASHINGTON | 152.29 |
| 6 | 10 | MINNESOTA | 149.47 |
| 7 | 3 | VERMONT | 146.07 |
| 8 | 13 | WISCONSIN | 137.74 |
| 9 | 12 | ARIZONA | 137.17 |
| 10 | 24 | GEORGIA | 137.16 |
| 11 | 14 | IOWA | 135.52 |
| 12 | 5 | COLORADO | 134.52 |
| 13 | 15 | MICHIGAN | 122.62 |
| 14 | 11 | CALIFORNIA | 118.51 |
| 15 | 6 | OREGON | 117.50 |
| 16 | 35 | FLORIDA | 114.30 |
| 17 | 19 | ALABAMA | 111.28 |
| 18 | 18 | NORTH DAKOTA | 109.32 |
| 19 | 26 | TEXAS | 109.16 |
| 20 | 16 | MARYLAND | 107.45 |
| 21 | 21 | NEW HAMPSHIRE | 104.38 |
| | | NATIONAL AVERAGE | 100.00 |
| 22 | 28 | PENNSYLVANIA | 98.60 |
| 23 | 27 | INDIANA | 95.69 |
| 24 | 31 | NEBRASKA | 95.33 |
| 25 | 8 | NEVADA | 94.61 |
| 26 | 44 | IDAHO | 92.42 |
| 27 | 45 | KENTUCKY | 92.41 |
| 28 | 33 | KANSAS | 91.17 |
| 29 | 22 | VIRGINIA | 90.73 |
| 30 | 20 | TENNESSEE | 84.78 |
| 31 | 25 | NORTH CAROLINA | 82.34 |
| 32 | 23 | DELAWARE | 81.31 |
| 33 | 30 | ILLINOIS | 79.11 |
| 34 | 49 | LOUISIANA | 78.12 |
| 35 | 17 | RHODE ISLAND | 78.01 |
| 36 | 41 | NEW JERSEY | 75.10 |
| 37 | 32 | SOUTH CAROLINA | 74.99 |
| 38 | 42 | WYOMING | 71.99 |
| 39 | 39 | OKLAHOMA | 70.90 |
| 40 | 43 | ARKANSAS | 69.66 |
| 41 | 48 | MISSOURI | 68.80 |
| 42 | 34 | CONNECTICUT | 68.50 |
| 43 | 36 | SOUTH DAKOTA | 66.98 |
| 44 | 38 | MISSISSIPPI | 66.81 |
| 45 | 37 | OHIO | 65.13 |
| 46 | 50 | NEW YORK | 57.73 |
| 47 | 47 | WEST VIRGINIA | 56.30 |
| 48 | 29 | MAINE | 55.04 |
| 49 | 40 | MONTANA | 47.87 |
| 50 | 46 | MASSACHUSETTS | 47.42 |
| 51 | 51 | DIST COL | 10.57 |

SOURCE: State Higher Education Profiles, Fourth Edition Draft, Table U, National Center for Education Statistics

## RECENT TRENDS

The following section includes summary data on enrollment, degrees granted, and total appropriations and total tuition revenue for the last four years. This data is provided as a context for the preceding ScoreCard measures.

### Fall Headcount Student Enrollment

Fall headcount enrollment is a common measure of higher education activity. The following table provides headcount enrollment data for fall 1986 through fall 1990.

- Fall headcount enrollment increased dramatically over the last five years, from 116,898 Colorado resident (in-state) students in fall 1986, to 138,708 in fall 1990, an increase of 18.7%. Much of this increase was at the Community Colleges, which increased in-state enrollment by 48.0%, from 31,605 to 46,773.
- In-state student enrollment at the Research Universities, and Universities and Colleges increased less dramatically, from 32,550 to 34,656 (6.5%) and 52,743 to 57,279 (8.6%), respectively.
- The number of non-resident (out-of-state) headcount students increased, from 17,188 to 23,093, an increase of 34.4%. While most out-of-state students are enrolled in the Research Universities, out-of-state enrollment increased in all three sectors.
- The number of students entering college for the first time ("1st-time Freshmen") increased by an even larger percentage, by 25.3% between fall 1986 and fall 1990.
- The majority of the in-state, first-time freshman increase occurred in the Community Colleges, which increased by over 60% between fall 1986 and fall 1990, though the fall 1990 number was down compared to fall 1989.
- The change in the numbers of first-time, in-state freshmen in the other sectors differed greatly. Between fall 1986 and fall 1990, in-state freshmen enrollment decreased by 14.0% at the Research Universities, and increased by 12.8% at the Universities and Colleges.
- Growth in the system, however, was not only made up of first-time freshmen. Enrollment of all other undergraduates increased by 19.1% for in-state and 31.4% for out-of-state students. Enrollment of graduate students increased by 7.6% for in-state and 32.9% for out-of-state students.
- The largest increase of graduate students was at the Research Universities, 11.9% for in-state and 33.8% for out-of-state students.

## Fall Headcount Enrollment

| Student Levels | Fall 86 | Fall 87 | Fall 88 | Fall 89 | Fall 90 | % Change 86 to 90 |
|---|---|---|---|---|---|---|
| State Total | | | | | | |
| In-State | 116,898 | 120,013 | 125,669 | 134,346 | 138,708 | 18.7% |
| 1st-Time Freshmen | 17,752 | 19,834 | 21,672 | 24,520 | 22,252 | 25.3% |
| All Other Undergr | 84,823 | 85,441 | 89,643 | 94,723 | 101,046 | 19.1% |
| All Grad. Student | 14,323 | 14,738 | 14,354 | 15,103 | 15,410 | 7.6% |
| Out-of-State | 17,188 | 18,112 | 18,892 | 21,138 | 23,093 | 34.4% |
| 1st-Time Freshmen | 3,459 | 3,952 | 3,952 | 4,552 | 5,012 | 44.9% |
| All Other Undergr | 10,680 | 11,060 | 11,720 | 12,830 | 14,030 | 31.4% |
| All Grad. Student | 3,049 | 3,100 | 3,220 | 3,756 | 4,051 | 32.9% |
| Research Universities | | | | | | |
| In-State | 32,550 | 32,807 | 33,522 | 34,138 | 34,656 | 6.5% |
| 1st-Time Freshmen | 4,384 | 4,486 | 4,580 | 4,314 | 3,771 | -14.0% |
| All Other Undergr | 22,449 | 22,613 | 23,194 | 23,676 | 24,486 | 9.1% |
| All Grad. Student | 5,717 | 5,708 | 5,748 | 6,148 | 6,399 | 11.9% |
| Out-of-State | 11,514 | 12,305 | 12,979 | 13,485 | 14,389 | 25.0% |
| 1st-Time Freshmen | 2,250 | 2,498 | 2,443 | 2,349 | 2,480 | 10.2% |
| All Other Undergr | 6,814 | 7,266 | 7,828 | 8,052 | 8,631 | 26.7% |
| All Grad. Student | 2,450 | 2,541 | 2,708 | 3,084 | 3,278 | 33.8% |
| Universities and Colleges | | | | | | |
| In-State | 52,743 | 54,286 | 54,562 | 56,408 | 57,279 | 8.6% |
| 1st-Time Freshmen | 6,235 | 6,960 | 7,138 | 7,245 | 7,033 | 12.8% |
| All Other Undergr | 37,902 | 38,296 | 38,818 | 40,208 | 41,235 | 8.8% |
| All Grad. Student | 8,606 | 9,030 | 8,606 | 8,955 | 9,011 | 4.7% |
| Out-of-State | 3,667 | 3,812 | 3,850 | 4,367 | 4,999 | 36.3% |
| 1st-Time Freshmen | 646 | 849 | 882 | 941 | 1,110 | 71.8% |
| All Other Undergr | 2,422 | 2,404 | 2,456 | 2,754 | 3,116 | 28.7% |
| All Grad. Student | 599 | 559 | 512 | 672 | 773 | 29.0% |
| Community Colleges | | | | | | |
| In-State | 31,605 | 32,920 | 37,585 | 43,800 | 46,773 | 48.0% |
| 1st-Time Freshmen | 7,133 | 8,388 | 9,954 | 12,961 | 11,448 | 60.5% |
| All Other Undergr | 24,472 | 24,532 | 27,631 | 30,839 | 35,325 | 44.3% |
| Out-of-State | 2,007 | 1,995 | 2,063 | 3,286 | 3,705 | 84.6% |
| 1st-Time Freshmen | 563 | 605 | 627 | 1,262 | 1,422 | 152.6% |
| All Other Undergr | 1,444 | 1,390 | 1,436 | 2,024 | 2,283 | 58.1% |

SOURCE: SURDS Enrollment Files CCHE

## Full-Time Equivalent (FTE) Student Enrollment

Full-time equivalent (FTE) student enrollment is a measure of the course loads taken by all students. The following table displays the total FTE student enrollment over the last five fiscal years.

- FTE student enrollment increased over the last five years, from 90,140 Colorado resident (in-state) FTE students in FY 1986-87, to 103,352 FTE students in FY 1990-91, an increase of 14.7%.
- Much of the FTE increase was at the Community Colleges, which grew from 19,254 to 27,772 in-state FTE students, an increase of 44.2%.
- The FTE increase at the Research Universities, and Universities and Colleges was less dramatic. Enrollment grew from 29,747 to 31,089 (4.5%) at the Research Universities, and from 41,140 to 44,491 (8.1%) at the Universities and Colleges.
- The number of non-resident (out-of-state) FTE students increased from 15,081 to 18,561, an increase of 23.1%.
- Most out-of-state FTE students are at the Research Universities, which enrolled 12,854 of the 18,561 out-of-state FTE students in FY 1990-91.

Full-Time Equivalent (FTE) Student Enrollment

| Tuition Status | 1986-87 | 1987-88 | 1988-89 | 1989-90 | 1990-91 | % Change 87 to 91 |
|---|---|---|---|---|---|---|
| State Total | | | | | | |
| In-State | 90,140 | 92,660 | 97,233 | 101,136 | 103,352 | 14.7% |
| % Change: | | 2.8% | 4.9% | 4.0% | 2.2% | |
| Out-of-State | 15,081 | 15,811 | 16,391 | 17,221 | 18,561 | 23.1% |
| % Change: | | 4.8% | 3.7% | 5.1% | 7.8% | |
| Research Universities | | | | | | |
| In-State | 29,747 | 29,806 | 30,315 | 30,731 | 31,089 | 4.5% |
| % Change: | | .2% | 1.7% | 1.4% | 1.2% | |
| Out-of-State | 10,593 | 11,274 | 11,712 | 12,026 | 12,854 | 21.3% |
| % Change: | | 6.4% | 3.9% | 2.7% | 6.9% | |
| Universities and Colleges | | | | | | |
| In-State | 41,140 | 42,463 | 43,136 | 44,097 | 44,491 | 8.1% |
| % Change: | | 3.2% | 1.6% | 2.2% | .9% | |
| Out-of-State | 3,246 | 3,434 | 3,593 | 3,955 | 4,308 | 32.7% |
| % Change: | | 5.8% | 4.6% | 10.1% | 8.9% | |
| Community Colleges | | | | | | |
| In-State | 19,254 | 20,391 | 23,783 | 26,308 | 27,772 | 44.2% |
| % Change: | | 5.9% | 16.6% | 10.6% | 5.6% | |
| Out-of-State | 1,242 | 1,104 | 1,087 | 1,240 | 1,400 | 12.8% |
| % Change: | | -11.1% | -1.6% | 14.1% | 12.9% | |

SOURCE: Student Enrollment Reports CCHE

## Degrees Granted

The number of degrees and certificates granted represents one of the most common measures of outcomes from higher education institutions. The following table provides summary data of the degrees and certificates granted for the last five years.

- Certificates, granted primarily by the Community Colleges, increased statewide by 64.1% between FY 1986-87 and FY 1990-91.
- Associate degrees, also granted primarily by the Community Colleges, increased statewide by 12.3%.
- Baccalaureate degrees increased by 9.5%. The increase was much higher at the Universities and Colleges (12.5%) than at the Research Universities (6.8%). In 1990-91, Research Universities awarded 730 more bachelor's degrees (7,352) than the Universities and Colleges did (6,622).
- Master's degrees increased by 21.1% over the five years, with similar increases at both the Universities and Colleges (21.0%) and the Research Universities (21.3%). In 1990-91, Universities and Colleges awarded 1,939, while Research Universities awarded 1,867.
- The number of first professional degrees (Doctor of Veterinary Medicine and Law) awarded at the Research Universities[1] decreased by 2.9%.
- Doctor's degrees, awarded primarily by the Research Universities, increased by 9.9%. Doctor's degrees awarded by the Universities and Colleges, however, decreased by 9.2% (87 to 79 over the five years).

**Degrees Granted**

| Degree Level | FY 86-87 | FY 87-88 | FY 88-89 | FY 89-90 | FY 90-91 | % Change 87 to 91 |
|---|---|---|---|---|---|---|
| State Total | | | | | | |
| Certificate | 1,071 | 1,301 | 1,531 | 1,702 | 1,758 | 64.1% |
| Associate | 2,813 | 2,849 | 2,912 | 2,944 | 3,160 | 12.3% |
| Bachelor's | 12,767 | 12,854 | 13,132 | 13,928 | 13,974 | 9.5% |
| Master's | 3,142 | 3,372 | 3,693 | 3,780 | 3,806 | 21.1% |
| First Prof. | 276 | 294 | 268 | 260 | 268 | -2.9% |
| Doctor's | 523 | 555 | 541 | 563 | 575 | 9.9% |
| Research Universities | | | | | | |
| Bachelor's | 6,881 | 6,886 | 6,801 | 7,295 | 7,352 | 6.8% |
| Master's | 1,539 | 1,660 | 1,750 | 1,749 | 1,867 | 21.3% |
| First Prof. | 276 | 294 | 268 | 260 | 268 | -2.9% |
| Doctor's | 436 | 465 | 447 | 464 | 496 | 13.8% |
| Universities and Colleges | | | | | | |
| Certificate | 92 | 72 | 61 | 64 | 46 | -50.0% |
| Associate | 232 | 221 | 201 | 194 | 216 | -6.9% |
| Bachelor's | 5,886 | 5,968 | 6,331 | 6,633 | 6,622 | 12.5% |
| Master's | 1,603 | 1,712 | 1,943 | 2,031 | 1,939 | 21.0% |
| Doctor's | 87 | 90 | 94 | 99 | 79 | -9.2% |
| Community Colleges | | | | | | |
| Certificate | 979 | 1,229 | 1,470 | 1,638 | 1,712 | 74.9% |
| Associate | 2,581 | 2,628 | 2,711 | 2,750 | 2,944 | 14.1% |

SOURCE: SURDS Degrees Granted Files CCHE

[1] Medical degrees (MD and DDS) are offered by the University of Colorado Health Sciences Center, but that data is not included in this version of the ScoreCard.

## State Appropriations and Total Tuition Revenue

The following table presents data, in current 1991 dollars[1] and actual dollars, showing the total state general fund appropriations to higher education general campuses (excluding appropriations to the Health Sciences Center, Professional Veterinary Medicine program, and the Local District Colleges).

Actual Dollars

- Statewide, appropriations have increased 19.6% since 1987-88.
- State general fund appropriations to Community Colleges increased by 30.3%, compared to 17.6% for the Universities and Colleges, and 17.0% for the Research Universities.

Constant HEPI 1991 Dollars

- After adjusting for inflation, state appropriations increased 1.5% since 1987-88.
- In 1990-91, the state appropriation increases to Research Universities, and Universities and Colleges was less than inflation.

State Appropriations
(data in millions)

| | FY 87-88 | FY 88-89 | FY 89-90 | FY 90-91 | % Change '88 to '91 |
|---|---|---|---|---|---|
| State Total | | | | | |
| Actual $: | 271.8 | 292.9 | 311.7 | 325.1 | 19.6% |
| % Change: | | 7.8% | 6.4% | 4.3% | |
| Constant CPI 1991 $: | 301.9 | 319.6 | 325.8 | 325.1 | 7.7% |
| % Change: | | 5.9% | 1.9% | -.2% | |
| Constant HEPI 1991 $: | 320.4 | 326.3 | 328.3 | 325.1 | 1.5% |
| % Change: | | 1.8% | .6% | -1.0% | |
| Research Universities | | | | | |
| Actual $: | 109.8 | 118.6 | 124.7 | 128.5 | 17.0% |
| % Change: | | 8.0% | 5.1% | 3.1% | |
| Constant CPI 1991 $: | 122.0 | 129.4 | 130.3 | 128.5 | 5.3% |
| % Change: | | 6.1% | .6% | -1.4% | |
| Constant HEPI 1991 $: | 129.5 | 132.2 | 131.3 | 128.5 | -.8% |
| % Change: | | 2.1% | -.7% | -2.1% | |
| Universities and Colleges | | | | | |
| Actual $: | 113.5 | 122.2 | 128.8 | 133.4 | 17.6% |
| % Change: | | 7.7% | 5.4% | 3.6% | |
| Constant CPI 1991 $: | 126.1 | 133.3 | 134.6 | 133.4 | 5.9% |
| % Change: | | 5.8% | 1.0% | -.9% | |
| Constant HEPI 1991 $: | 133.8 | 136.2 | 135.7 | 133.4 | -.3% |
| % Change: | | 1.8% | -.4% | -1.6% | |
| Community Colleges | | | | | |
| Actual $: | 48.5 | 52.1 | 58.3 | 63.2 | 30.3% |
| % Change: | | 7.3% | 11.9% | 8.5% | |
| Constant CPI 1991 $: | 53.9 | 56.8 | 60.9 | 63.2 | 17.4% |
| % Change: | | 5.4% | 7.2% | 3.9% | |
| Constant HEPI 1991 $: | 57.2 | 58.0 | 61.3 | 63.2 | 10.6% |
| % Change: | | 1.4% | 5.8% | 3.1% | |

SOURCE: Institutional Budget Request Documents CCHE

[1] Constant 1991 dollars are adjusted by both the Consumer Price Index (CPI) and the Higher Education Price Index (HEPI).

The following table presents data, in current 1991 dollars[1] and actual dollars, showing the total tuition revenue to higher education general campuses (excluding tuition revenue at the Health Sciences Center, Professional Veterinary Medicine program, and the Local District Colleges). Tuition revenue equals tuition rate multiplied by the number of students paying.

Actual Dollars

- Statewide, tuition revenue has increased 39.6% since 1987-88.
- Tuition revenue at the Community Colleges increased by 71.5%, compared to 37.1% at the Universities and Colleges, and 35.9% at the Research Universities.

Constant HEPI 1991 Dollars

- After adjusting for inflation, tuition revenue increased by 18.4% since 1987-88.
- All sectors have maintained an increase in tuition revenue higher than inflation. These increases have been almost twice as high at the Community Colleges than in the other two sectors.

Tuition Revenue
(data in millions)

| | FY 87-88 | FY 88-89 | FY 89-90 | FY 90-91 | % Change '88 to '91 |
|---|---|---|---|---|---|
| State Total | | | | | |
| Actual $: | 212.8 | 234.3 | 262.4 | 297.1 | 39.6% |
| % Change: | | 10.1% | 12.0% | 13.2% | |
| Constant CPI 1991 $: | 236.3 | 255.6 | 274.2 | 297.1 | 25.7% |
| % Change: | | 8.1% | 7.3% | 8.4% | |
| Constant HEPI 1991 $: | 250.8 | 261.0 | 276.3 | 297.1 | 18.4% |
| % Change: | | 4.0% | 5.9% | 7.5% | |
| Research Universities | | | | | |
| Actual $: | 126.2 | 137.7 | 152.1 | 171.5 | 35.9% |
| % Change: | | 9.1% | 10.4% | 12.7% | |
| Constant CPI 1991 $: | 140.2 | 150.3 | 158.9 | 171.5 | 22.3% |
| % Change: | | 7.2% | 5.8% | 7.9% | |
| Constant HEPI 1991 $: | 148.8 | 153.5 | 160.2 | 171.5 | 15.3% |
| % Change: | | 3.1% | 4.4% | 7.1% | |
| Universities and Colleges | | | | | |
| Actual $: | 66.6 | 72.9 | 81.6 | 91.3 | 37.1% |
| % Change: | | 9.6% | 11.9% | 11.9% | |
| Constant CPI 1991 $: | 73.9 | 79.6 | 85.3 | 91.3 | 23.4% |
| % Change: | | 7.6% | 7.1% | 7.0% | |
| Constant HEPI 1991 $: | 78.5 | 81.3 | 85.9 | 91.3 | 16.3% |
| % Change: | | 3.6% | 5.7% | 6.2% | |
| Community Colleges | | | | | |
| Actual $: | 20.0 | 23.6 | 28.7 | 34.3 | 71.5% |
| % Change: | | 17.8% | 21.6% | 19.7% | |
| Constant CPI 1991 $: | 22.2 | 25.7 | 30.0 | 34.3 | 54.4% |
| % Change: | | 15.7% | 16.5% | 14.6% | |
| Constant HEPI 1991 $: | 23.6 | 26.3 | 30.2 | 34.3 | 45.5% |
| % Change: | | 11.3% | 14.9% | 13.7% | |

SOURCE: Institutional Budget Request Documents CCHE

[1] Constant 1991 dollars are adjusted by both the Consumer Price Index (CPI) and the Higher Education Price Index (HEPI).



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# NOTES AND COMMENTS

## Sector Groupings

Data is reported for a state total and by three institutional sector groupings:

(1) Research Universities -- Colorado School of Mines, Colorado State University, and University of Colorado at Boulder;

(2) Universities/Colleges -- Adams State College, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Northern Colorado, University of Southern Colorado, and Western State College; and

(3) Community Colleges -- Arapahoe Community College, Community College of Aurora, Community College of Denver, Front Range Community College, Lamar Community College, Morgan Community College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Red Rocks Community College, and Trinidad State Junior College.

The four local district colleges (Aims Community College, Colorado Mountain College, Colorado Northwestern Community College, and Northeastern Junior College) and the University of Colorado Health Sciences Center are not included in this edition of the ScoreCard. In addition, financial data for the Professional Veterinary Medicine program at Colorado State University is not included.

## Years of Data Reported

Multiple years of data are reported where possible. Most tables start with 1986-87 data and go through 1990-91. Some national comparison data is only available for limited years. All financial data is expressed in actual and constant CPI and HEPI 1991 dollars.

## Definitions

Actual Dollars -- the dollars actually appropriated or spent in a given fiscal year.

ACT Test -- a test administered by the American College Testing Program, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

Associate Degree -- a degree that normally requires at least two but less than four years of full-time equivalent college work.

Asian -- a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Bachelor's Degree -- a degree that normally requires at least four but not more than five years of full-time equivalent college-level work.

Black -- a person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Certificate -- an award given after the completion of an organized program of study at the postsecondary level of instruction, that may require from one to three years, but that is less than an associate degree.

Constant CPI 1991 Dollars -- dollars appropriated or spent, expressed in terms of 1990-91 dollars, as deflated by the Denver-Boulder Consumer Price Index - Urban (CPI-U).

Constant HEPI 1991 Dollars -- dollars appropriated or spent, expressed in terms of 1990-91 dollars, as deflated by the Higher Education Price Index (similar to the Consumer Price Index) that estimates the rate of inflation for higher education expenses.

Doctor's -- a degree that normally requires work at the graduate level that terminates in a Doctor's degree. The doctor's degree classification includes such degrees as Doctor of Education and the Ph.D. degree in any field.

First-Time Freshmen -- new enrolling students who have never previously attended a postsecondary institution.

First-professional -- a degree that normally requires completion of a program that meets all three of the following: (1) completion of the academic requirements to begin practice in the profession; (2) at least two years of college work prior to entrance to the program; and (3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself. The following fields are offered in Colorado public higher education: Dentistry; Medicine; Veterinary Medicine; and Law.

Full-Time Equivalent (FTE) Student -- one FTE equals 30 credit hours; based on the general principle that a full-time student would take about 15 hours per semester and enroll for two semesters per academic year.

Headcount Student Enrollment -- students enrolled, regardless of the number of courses being taken.

Hispanic -- a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

In-State -- students that meet statutory requirements for in-state tuition and state general fund support; typically, their tuition charges approximate about 25% of their full cost of instruction.

Master's -- a degree that requires the successful completion of a program of study of at least the full-time-equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Native American -- an American Indian or Alaskan Native, having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Non-Resident Alien -- a person who is not a citizen or national of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. Resident aliens, who are not citizens or nationals of the United States and who have been lawfully admitted for permanent residence, are reported in the appropriate racial/ethnic categories along with United States citizens.

Out-of-State -- students that don't meet statutory requirements for in-state tuition (for example, have lived in Colorado for less than one year) and who don't receive state general fund support; typically, their tuition charges equal or exceed their full cost of instruction.

SAT Test -- a test administered by the Educational Testing Service, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

SURDS -- Student Unit-Record Data System, institutional data reported to the Colorado Commission on Higher Education by the institutions since 1986, includes data on enrollment, applications, degrees granted, and financial aid.

White -- a person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

**Data Sources**

*Accountability Reports*, 1991, Colorado Public Higher Education Institutions.

*Administrative Cost Report*, Colorado Public Colleges and Universities, June 1991, CCHE.

Budget Request Documents -- Each institution submits budget request documents in the fall that contain actual expenditure data for previous year. These have served as the source for much of the financial data and for the student faculty ratios.

CDE High School Graduation Reports -- High school graduates by racial/ethnic status are from reports produced by the Colorado Department of Education.

Cohort Tracking System -- A database system, developed by the Commission, used to track groups of students (with a common statistical factor) across time and institutions using data from the Student Unit-Record Data System (SURDS).

*CPA Candidate Performance on the Uniform CPA Examination*, 1989 and 1990 Editions, National Association of State Boards of Accountancy.

EEO-6 Forms -- The Federal Office of Civil Rights collects data every other year on the racial/ethnic composition of employees in higher education. This data was used in reporting the sex and racial/ethnic composition of full-time faculty. For years that the EEO-6 is not reported, CCHE Summary Reports are distributed and collected to provide the same summary data.

GRE Undergraduate Institution Summary Statistics Report, 1989-90.

Institutional Financial Reports, Colorado Public Higher Education Institutions

Integrated Postsecondary Education Data System (IPEDS) Faculty Salary Data

*National Council Licensure Examination for Practical Nurses Summary Reports*, April and October, 1990 and 1991

*National Council Licensure Examination for Registered Nurses Summary Reports*, February and September, 1990 and 1991

*Statistical Information July 1991 Bar Examination*, 1/6/92, State Board of Examiners

*State Higher Education Profiles*, Fourth Edition Draft-- A publication of the U.S. Department of Education, the Office of Educational Research and Improvement, a national source of comparative data on higher education. The fourth edition, reporting on 1987-88 data, is the most recent edition.

*State Profiles: Financing Public Higher Education, 1978 to 1991*, Research Associates of Washington.

Student Enrollment Reports -- Reports submitted by institutions that report on the total number of FTE Students enrolled in the previous fiscal year.

SURDS -- Data is reported by institution from all four Student Unit-Record Data System (SURDS) files: Fall Enrollment, Undergraduate Applicant, Degrees Granted, and Financial Aid.

*22nd Annual Survey Report, 1990-91 Academic Year*, National Association of State Scholarship and Grant Programs (NASSGP).